Australian Government

PUA12 Public Safety Training Package

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HLTFA201A Provide basic emergency life support 3088

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PUA12 Public Safety Training Package

Modification History

Version	Release Date	Comments
1.1	27 August 2012	Editorial and typographical corrections.
1	9 August 2012	Primary Release. Replaces PUA00. Contains new and revised units of competency and qualifications – see mapping tables for full details.

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Imprint

PUA12 Public Safety Training Package

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 1.1 – check whether this is the latest version by going to the National Training Information Service (*www.ntis.gov.au*) and locating information about the Training Package. Alternatively, contact Government Skills Australia http://www.governmentskills.com.au http://www.governmentskills.com.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1.1	27 August 2012	Editorial and typographical corrections.
1	9 August 2012	Primary Release. Replaces PUA00. Contains new and revised units of competency and qualifications – see mapping tables for full details.

Summary of AQF qualifications in PUA12 Public Safety Training Package

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Code	Title
Industry Wide Qualifications	
PUA21012	Certificate II in Public Safety (Aquatic Rescue)
PUA31312	Certificate III in Public Safety (Aquatic Search and Rescue)
PUA31412	Certificate III in Public Safety (Community Safety)
PUA33012	Certificate III in Public Safety (Emergency Communications Centre Operations)
PUA33112	Certificate III in Public Safety (Biosecurity Response Operations)
PUA41012	Certificate IV in Public Safety (Leadership)
PUA41112	Certificate IV in Public Safety (Community Safety)
PUA42612	Certificate IV in Public Safety (Aquatic Search and Rescue Management)
PUA42712	Certificate IV in Public Safety (Emergency Communications Centre Operations)
PUA42912	Certificate IV in Public Safety (Biosecurity Response Leadership)
PUA50912	Diploma of Public Safety (Search and Rescue – Coordination)
PUA51012	Diploma of Public Safety (Community Safety)
PUA52312	Diploma of Public Safety (Emergency Management)
PUA52412	Diploma of Public Safety (Biosecurity Response Management)
PUA60112	Advanced Diploma of Public Safety (Emergency Management)
PUA60612	Advanced Diploma of Public Safety (Search and Rescue – Management)
PUA60712	Advanced Diploma of Public Safety (Community Safety)
Police Sector Qualifications	
PUA20112	Certificate II in Public Safety (Aboriginal or Torres Strait Islander Community Policing)
PUA20312	Certificate II in Public Safety (Police Liaison)
PUA30112	Certificate III in Public Safety (Aboriginal or Torres Strait Islander Community Policing)
PUA30312	Certificate III in Public Safety (Police Liaison)
PUA40112	Certificate IV in Public Safety (Aboriginal or Torres Strait Islander Community Policing)
PUA42512	Certificate IV in Public Safety (Disaster Victim Identification Operations)*
PUA42812	Certificate IV in Public Safety (Policing Support Services – General or Protective Services)*
PUA50112	Diploma of Public Safety (Police Search and Rescue – Coordination)

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Code	Title
PUA50212	Diploma of Public Safety (Policing)
PUA50312	Diploma of Public Safety (Forensic Investigation)
PUA51812	Diploma of Public Safety (Human Source Management)*
PUA51912	Diploma of Public Safety (Mounted Policing)*
PUA52012	Diploma of Public Safety (Police Dog Handling – General Purpose or Specific Odour)*
PUA52112	Diploma of Public Safety (Police Intelligence Practice)*
PUA60212	Advanced Diploma of Public Safety (Police Search and Rescue – Management)
PUA60312	Advanced Diploma of Public Safety (Police Investigation)
PUA60412	Advanced Diploma of Public Safety (Police Intelligence Operations)*
PUA61012	Advanced Diploma of Public Safety (Disaster Victim Identification Coordination)*
PUA61112	Advanced Diploma of Public Safety (Improvised Hazardous Device Operations – Technician or Response)*
PUA61212	Advanced Diploma of Public Safety (Police Close Personal Protection)*
PUA61312	Advanced Diploma of Public Safety (Police Negotiations)*
PUA61412	Advanced Diploma of Public Safety (Surveillance)*
PUA61512	Advanced Diploma of Public Safety (Tactical Flight Operations – Helicopter or Surveillance)*
PUA61612	Advanced Diploma of Public Safety (Undercover Operations – Operative or Controller)*
PUA61712	Advanced Diploma of Public Safety (Forensic Investigation)*
PUA61812	Advanced Diploma of Public Safety (Police Supervision)*
PUA61912	Advanced Diploma of Public Safety (Police Witness Protection)*
PUA80112	Vocational Graduate Certificate in Public Safety (Forensic Firearms Examination)*
PUA80212	Vocational Graduate Certificate in Public Safety (Police Prosecution)*
PUA80312	Vocational Graduate Certificate in Public Safety (Police Investigation)*
PUA80412	Vocational Graduate Certificate in Public Safety (Crime Scene Investigation)*
PUA80512	Vocational Graduate Certificate in Public Safety (Fingerprint Investigation)*
PUA80612	Vocational Graduate Certificate in Public Safety (Police Management)*

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Code	Title
SES Sector Qualifications	
PUA21312	Certificate II in Public Safety (SES)
PUA30412	Certificate III in Public Safety (SES Rescue)
PUA30512	Certificate III in Public Safety (SES Operations)
PUA40212	Certificate IV in Public Safety (SES Leadership)
PUA50412	Diploma of Public Safety (SES Operations Management)

Summary of Units of Competency

Summary of Units of Competency in the PUA12 Public Safety Training Package and their Pre-requisite Requirements

Pre-requisites for Industry Wide Competency Standards

Code	Title	Pre-requisite
PUAAMS001B	Work in an aviation environment	Nil
PUAAMS002B	Search as a member of an air search team	Nil
PUAAMS003B	Conduct stores dropping operations	Nil
PUAAMS006B	Coordinate search and rescue resources	Nil
PUAAMS007B	Coordinate search and rescue operations	Nil
PUAAMS008B	Manage search and rescue operations	Nil
PUACOM001C	Communicate in the workplace	Nil
PUACOM002B	Provide services to clients	Nil
PUACOM003B	Manage information	Nil
PUACOM004B	Manage organisational communication strategies	Nil
PUACOM005B	Foster a positive organisational image in the community	Nil
PUACOM006B	Plan and conduct a public awareness program	Nil

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Code	Title	Pre-requisite
PUACOM007B	Liaise with other organisations	Nil
PUACOM008B	Develop and organise public safety awareness programs	Nil
PUACOM009B	Manage media requirements at major incident	Nil
PUACOM010B	Promote the organisation's mission and services	Nil
PUACOM011B	Develop community awareness networks	Nil
PUACOM012B	Liaise with media at a local level	Nil
PUACOM013B	Administer a local public safety group	Nil
PUACOM014B	Contribute to community safety	Nil
PUACOM015B	Conduct community safety activities	PUATEA004D Work effectively in a public safety organisation
PUAECO001A	Operate telephony systems	Nil
PUAECO002A	Process emergency incident calls and enquiries	Nil
PUAECO003A	Operate and control radio networks	Nil
PUAECO004A	Operate computer aided dispatch system	Nil
PUAECO005A	Dispatch resources from within an emergency communications centre	Nil
PUAECO006A	Read and interpret maps	Nil
PUAECO007A	Respond to and maintain monitored alarm systems	Nil
PUAECO008A	Receive and action notification of uncontrolled hazardous materials situations	PUAECO001A Operate telephony systems
PUAECO009A	Coordinate emergency communications centre operations	Nil
PUAECO010A	Maintain standards of emergency service delivery	Nil

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Code	Title	Pre-requisite
PUAECO011A	Support logistics in the field	Nil
PUAEME001B	Provide emergency care	Nil
PUAEME002C	Manage injuries at emergency incident	PUAEME001B Provide emergency care
PUAEME003C	Administer oxygen in an emergency situation	PUAEME001B Provide emergency care
PUAEME004A	Provide emergency care for suspected spinal injury	HLTFA201B Provide basic emergency life support **OR** HLTFA301C Apply first aid
PUAEME005A	Provide pain management	HLTFA201B Provide basic emergency life support **OR** HLTFA301C Apply first aid
PUAEMR008B	Contribute to an emergency risk management process	Nil
PUAEMR009B	Facilitate emergency risk assessment	Nil
PUAEMR012B	Determine treatment options	PUAEMR008B Contribute to an emergency risk management process **OR** PUAEMR009B Facilitate emergency risk assessment
PUAEMR014A	Deliver recovery services	Nil
PUAEMR015A	Establish and manage a recovery centre	Nil
PUAEMR016A	Facilitate community involvement in recovery	Nil
PUAEMR017A	Manage recovery functions and services	Nil
PUAEMR018A	Work in an emergency management context	Nil
PUAEMR021A	Facilitate emergency planning processes	Nil
PUAEMR022	Establish context for emergency risk assessment	Nil

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Code	Title	Pre-requisite
PUAEMR023	Assess emergency risk	PUAEMR022 Establish context for emergency risk assessment
PUAEMR024	Develop treatment options for emergency risk	Nil
PUAEMR025	Manage risk treatment implementation	Nil
PUAEMR026	Treat operational risk	PUAEMR027 Assess operational risk
PUAEMR027	Assess operational risk	Nil
PUAEMR028	Develop emergency management plans	Nil
PUAEMR029	Plan and implement a treatment measure	Nil
PUAEMR030	Manage and evaluate emergency management exercises	Nil
PUAEMR031	Design emergency management exercises	Nil
PUAEQU001B	Prepare, maintain and test response equipment	Nil
PUALAW001B	Protect and preserve incident scene	Nil
PUALAW002B	Conduct initial investigation at incident scene	Nil
PUALAW003B	Give evidence in a judicial or quasi-judicial setting	Nil
PUALAW004B	Represent the organisation in a judicial or quasi-judicial setting	Nil
PUAMAN001B	Manage the organisation’s public safety responsibilities	Nil
PUAMAN002B	Administer work group resources	Nil
PUAMAN003B	Manage human resources	Nil
PUAMAN004B	Manage procurement	Nil
PUAMAN005B	Manage projects	Nil
PUAMAN006B	Manage and facilitate change	Nil

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Code	Title	Pre-requisite
PUAMAN007B	Manage financial resources	Nil
PUAMAN008B	Manage physical resources	Nil
PUAOHS001C	Follow defined occupational health and safety policies and procedures	Nil
PUAOHS002B	Maintain safety at an incident scene	Nil
PUAOHS003B	Implement and monitor the organisation's occupational health and safety policies, procedures and programs	Nil
PUAOHS004B	Establish and maintain the occupational health and safety system	Nil
PUAOIL201	Use basic equipment operations for oil spoil response	Nil
PUAOIL301	Apply health, safety and risk control when working on oiled shorelines	Nil
PUAOIL302	Use advanced equipment operations for oil spill response	Nil
PUAOIL401	Apply decision making strategies in an oil spill response	Nil
PUAOIL402	Apply oiled shoreline assessment strategies in an oil spill response	Nil
PUAOIL403	Lead a team in oiled shoreline clean up	Nil
PUAOPE006B	Control multi-agency emergency situations	Nil
PUAOPE007B	Command agency personnel within a multi-agency emergency response	PUAOPE012A Control a Level 1 incident
PUAOPE009C	Navigate in an aquatic environment	Nil
PUAOPE010C	Operate an automated external	PUAEME001B Provide

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Code	Title	Pre-requisite
	defibrillator in an emergency	emergency care OR HLTFA201B Provide basic emergency life support
PUAOPE011B	Inspect property and facilities	Nil
PUAOPE012A	Control a Level 1 incident	Nil
PUAOPE013A	Operate communications systems and equipment	Nil
PUAOPE014A	Navigate to an incident	Nil
PUAOPE015A	Conduct briefings and debriefings	Nil
PUAOPE016A	Manage a multi-team sector	Nil
PUAOPE017A	Coordinate resources for a multi-agency incident	Nil
PUAOPE018A	Control a Level 2 incident	Nil
PUAOPE019A	Control a Level 3 incident	Nil
PUAOPE020A	Lead a crew	Nil
PUAOPE021A	Manage information function at an incident	Nil
PUAOPE022A	Manage logistics for a Level 2 incident	Nil
PUAOPE023A	Manage operations for a Level 2 incident	Nil
PUAOPE024A	Manage operations for a Level 3 incident	Nil
PUAOPE025A	Manage planning for a Level 2 incident	Nil
PUAOPE026A	Provide strategic safety advice at an incident	Nil
PUAOPE027A	Undertake beach safety management activities	Nil
PUAPRO001B	Promote a learning environment in the workplace	Nil
PUASAR011C	Search as a member of an aquatic search team	Nil
PUASAR012C	Apply surf awareness and self-rescue skills	Nil

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Code	Title	Pre-requisite
PUASAR013A	Participate in an aquatic rescue operation	Nil
PUASAR014A	Operate and maintain a small powercraft and motor for rescue operations	Nil
PUASAR015A	Crew small powercraft in a rescue operation	Nil
PUASAR016A	Operate and maintain a personal water craft for rescue operations	Nil
PUASAR017A	Undertake advanced surf rescue	PUACOM001C Communicate in the workplace PUASAR012C Apply surf awareness and self-rescue skills PUASAR013A Participate in an aquatic rescue operation
PUASAR018A	Select and maintain canines to be part of a canine search team for USAR incidents	Nil
PUASAR019A	Train canines to work in a USAR environment	Nil
PUASAR020A	Develop a canine search team for USAR incidents	PUASAR0018A Select and maintain canines to be part of a canine search team for USAR incidents PUASAR019A Train canines to work in a USAR environment PUASAR023A Participate in an urban search and rescue Category 1
PUASAR021A	Search as part of a canine search team at USAR incidents	PUASAR020A Develop a canine search team for USAR incidents
PUASAR022A	Participate in a rescue operation	PUAEME001B Provide emergency care **OR** HLTFA201B Provide basic emergency life support
PUASAR023A	Participate in an urban search and rescue Category 1	PUAEME001B Provide emergency care **OR** HLTFA201B Provide basic

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Code	Title	Pre-requisite
		emergency life support
PUASAR024A	Undertake road crash rescue	PUASAR022A Participate in a rescue operation **And either** PUAEME002C Manage injuries at emergency incident **OR** HLTFA301C Apply first aid
PUASAR025A	Undertake confined space rescue	Nil
PUASAR026A	Undertake industrial and domestic rescue	Nil
PUASAR027A	Undertake land search rescue	Nil
PUASAR028A	Undertake rescue from a partial structural collapse	PUASAR023A Participate in an urban search and rescue Category 1
PUASAR029A	Undertake a complex transport rescue	Nil
PUASAR030A	Undertake trench rescue	PUASAR022A Participate in a rescue operation
PUASAR031A	Undertake an urban search and rescue Category 2	PUASAR023A Participate in an urban search and rescue Category 1
PUASAR032A	Undertake vertical rescue	PUASAR022A Participate in a rescue operation
PUASAR033	Perform land based swiftwater and floodwater rescue and recovery	HLTFA301C Apply first aid
PUASAR034	Undertake swiftwater and floodwater rescue and recovery	PUASAR033 Perform land based swiftwater and floodwater rescue and recovery
PUASAR035	Develop plans for deployment of a USAR task force	PUACOM007B Liaise with other organisations PUACOM012B Liaise with media at a local level PUAEMR023 Assess emergency risk PUAMAN007B Manage financial resources PUAOPE015A Conduct briefings and debriefings
PUASAR036	Implement and monitor USAR	PUASAR035 Develop plans for

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Code	Title	Pre-requisite
	task force plans	deployment of a USAR task force
PUASAR037	Review USAR task force plans implemented at an incident	PUASAR035 Develop plans for deployment of a USAR task force PUASAR036 Implement and monitor USAR task force plans
PUATEA001B	Work in a team	Nil
PUATEA002B	Work autonomously	Nil
PUATEA003B	Lead, manage and develop teams	Nil
PUATEA004D	Work effectively in a public safety organisation	Nil
PUATEA005A	Manage own professional performance	Nil
PUAVEH001B	Drive vehicles under operational conditions	Nil
PUAWER001B	Identify, prevent and report potential workplace emergency situations	Nil
PUAWER002B	Ensure workplace emergency prevention procedures, systems and processes are implemented	Nil
PUAWER003B	Manage and monitor workplace emergency procedures, equipment and other resources	Nil
PUAWER004B	Respond to workplace emergencies	Nil
PUAWER005B	Operate as part of an emergency control organisation	Nil
PUAWER006B	Lead an emergency control organisation	PUAWER005B Operate as part of an emergency control organisation
PUAWER007B	Manage an emergency control organisation	Nil
PUAWER008B	Confine small workplace emergencies	Nil
PUAWER009B	Participate as a member of a workplace emergency initial response team	Nil

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Code	Title	Pre-requisite
PUAWER010B	Lead a workplace emergency initial response team	PUAWER009B Participate as a member of a workplace emergency initial response team
PUAWER011B	Manage workplace emergency initial response teams	Nil

Police Sector Competency Standards and pre-requisites

(Information for Not For Public Access units is not included)

Code	Title	Pre-requisite
PUALIO002B	Provide local community, cultural and geographic information to other agencies and tourists	Nil
PUAPOL014B	Manage performance/ behavioural issues	Nil
PUAPOL017B	Plan and develop strategies to support organisational policy	Nil
PUAPOL020B	Develop a business plan	Nil
PUAPOL028B	Manage investigation information processes	Nil
PUAPOL031B	Confiscate assets	Nil
PUAPOL032B	Plan intelligence activities	Nil
PUAPOL033B	Manage intelligence information processes	Nil
PUAPOL034B	Analyse information	Nil
PUAPOL035B	Disseminate outputs from the intelligence process	Nil
PUAPOL036B	Provide crime prevention advice through environmental design	Nil
PUAPOLFC002B	Maintain a safe forensic working environment	Nil
PUAPOLFC003B	Detect, record and collect physical evidence	Nil
PUAPOLFC004B	Evaluate and document cases and facilitate analyses	Nil
PUAPOLFC005A	Prepare and submit forensic	Nil

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Code	Title	Pre-requisite
	documentation	
PUAPOLFC006B	Contribute to and comply with quality systems	Nil
PUAPOLFC008B	Process and interpret comparative evidence	Nil
PUAPOLFC022A	Prepare and present specialist forensic evidence or opinion	Nil
PUAPOLFC029A	Use and maintain specialist forensic equipment	Nil
PUAPOLGD001A	Maintain police operational safety	Nil
PUAPOLGD002A	Apply policing methods	Nil
PUAPOLGD003A	Undertake initial police investigation	Nil
PUAPOLGD004A	Gather, collate and record police information	Nil
PUAPOLGD005A	Use and maintain police operational equipment	Nil
PUAPOLGD006A	Facilitate effective communication in the policing environment	Nil
PUAPOLGD007A	Manage persons in care or custody	Nil
PUAPOLGD008A	Administer legislation to ensure compliance	Nil
PUAPOLGD009A	Manage involvement in the judicial process	Nil
PUAPOLGD010A	Perform police administrative duties	Nil
PUAPOLGD011A	Manage personal and ethical performance	Nil
PUAPOLGD012A	Address customer needs	Nil
PUAPOLGD013A	Develop productive working relationships	Nil
PUAPOLGD014A	Drive police vehicles	Nil
PUAPOLGD015A	Employ media strategies	Nil
PUAPOLGD016A	Perform inter-jurisdictional	Nil

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Code	Title	Pre-requisite
	police duties	
PUAPOLGD017A	Employ protective service methods	Nil
PUAPOLGD018A	Perform court security duties	Nil
PUAPOLIM001A	Assist police with members of a culturally specific community	Nil
PUAPOLIM002A	Promote public safety objectives by liaison with a culturally specific community	Nil
PUAPOLIM003A	Provide interpreting and translating services	Nil
PUAPOLIM004A	Provide police services in an Aboriginal or Torres Strait Islander community	Nil
PUAPOLIM005A	Provide advanced information concerning an Aboriginal or Torres Strait Islander community	Nil
PUAPOLIM006A	Enhance status as a role model in an Aboriginal or Torres Strait Islander community	Nil
PUAPOLIV001A	Manage police investigations	Nil
PUAPOLIV002A	Conduct police investigations	Nil
PUAPOLIV003A	Manage incident scenes	Nil
PUAPOLIV004A	Conduct investigative interviews	Nil
PUAPOLIV009A	Manage physical evidence	Nil
PUAPOLIV011A	Manage information within specialised policing functions	Nil
PUAPOLMG004A	Manage media requirements	Nil
PUAPOLMG007A	Contribute to policy formulation and revision	Nil

State and Territory Emergency Service Sector Competency Standards and pre-requisites

Code	Title	Pre-requisite
PUASES008A	Undertake storm and water	Nil

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Code	Title	Pre-requisite
	damage operations	
PUASES009A	Undertake inland floodboat operations	Nil
PUASES010A	Plan, activate and maintain a communications network	PUAOPE013A Operate communications systems and equipment
PUASES011A	Manage emergency operations	Nil
PUASES012A	Work as a team member in an emergency operations centre	Nil
PUASES013A	Undertake storm and water damage operations performed at heights	PUASES008A Undertake storm and water damage operations
PUASES014A	Apply flood and fast moving water safety techniques	HLTFA301C Apply first aid
PUASES015A	Operate over-snow vehicle	Nil
PUASES016A	Apply snowcraft skills when performing search operations	Nil

Summary of Imported Units of Competency

Imported Units of Competency in the PUA12 Public Safety Training Package

The units of competency listed below have been imported from other Training Packages into PUA12 Public Safety Training Package qualifications.

Individual units of competency can be downloaded from the internet via TGA at www.training.gov.au.

AHC10 Agriculture Horticulture, Conversation and Land Management Training Package	
AHCARB205A	Operate and maintain chainsaws
AHCBIO202A	Follow site quarantine procedures
AHCBIO301A	Work effectively in an emergency disease or pest plant response
AHCBIO302A	Identify and report unusual disease or plant pest signs
AHCBIO303A	Carry out emergency disease or plant pest control procedures at infected premises
AHCBIO304A	Carry out movement and security procedures
AHCBIO401A	Supervise activities on infected premises

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AHCBIO402A	Carry out field surveillance for a specific emergency disease or plant pest
AHCBIO501A	Manage active operational emergency disease or plant pest sites
AHCBIO502A	Manage the implementation of an emergency disease or plant pest control program
AHCBIO601A	Plan and oversee an emergency disease or plant pest program
AHCCCF406A	Facilitate ongoing group development
AHCCCF413A	Service committees
AHCCCF505A	Contribute to regional planning process
AHCILM506A	Operate within community cultures and goals
AHCNAR302A	Collect and preserve biological samples
AHCOHS401A	Safety (OHS) processes
AHCPMG601A	Develop a plant pest survey strategy
AHCPMG602A	Develop a plant pest destruction strategy

AVI08 Aviation Training Package	
AVIL4012B	Manage aircraft passengers and cargo
AVIL3003B	Plan an aircraft load
AVIL3005B	Operate aircraft push-out tug
AVIW3006B	Refuel aircraft
AVIZ1005B	Maintain basic situation awareness in the aviation workplace

BSB07 Business Services Training Package	
BSBADV507B	Develop a media plan
BSBADV602B	Develop an advertising campaign
BSBADV603B	Manage advertising production
BSBADV604B	Execute an advertising campaign
BSBADV605B	Evaluate campaign effectiveness
BSBCCO301B	Use multiple information systems
BSBCCO302B	Deploy customer service field staff
BSBCMM401A	Make a presentation
BSBCON401A	Work effectively in a business continuity context
BSBCON601A	Develop and maintain business continuity plans

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BSBCUS301B	Deliver and monitor a service to customers
BSBCUS501B	Manage quality customer service
BSBFLM312C	Contribute to team effectiveness
BSBFLM511B	Develop a workplace learning environment
BSBINM501A	Manage an information or knowledge management system
BSBINN502A	Build and sustain an innovative work environment
BSBMGT401A	Show leadership in the workplace
BSBMGT502B	Manage people performance
BSBMKG401B	Profile the market
BSBOHS405B	Contribute to the implementation of emergency procedures
BSBOHS407A	Monitor safe workplaces
BSBREL402A	Build client relationships and business networks
BSBWOR401A	Establish effective workplace relationships
BSBWOR402A	Promote team effectiveness
BSBWOR403A	Manage stress in the workplace
BSBWOR502B	Ensure team effectiveness

CH08 Community Services Training Package	
CHCCD401D	Support community participation
CHCCD413D	Work within specific communities
CHCDFV402C	Manage own professional development in responding to domestic and family violence
CHCDFV404C	Promote community awareness of domestic and family violence
CHCGROUP302D	Support group activities
CHCGROUP403D	Plan and conduct group activities
CHCNET503C	Develop new networks
CHCPOL403B	Undertake research activities
CHCPOL505B	Manage research activities
CHCYTH301D	Work effectively with young people
CHCYTH505D	Support youth programs

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CPP07 Property Services Training Package	
CPPSEC3028A	Compile investigative report
CPPSIS3001A	Apply map presentation principles
CPPSIS3005A	Collect basic spatial data
CPPSIS4006A	Read and interpret basic image data
CPPSIS4015A	Apply GIS software to problem-solving techniques

CSC12 Correctional Services Training Package	
CSCOFM303A	Respond to offenders influenced by drugs or alcohol
CSCOFM309A	Process offender induction
CSCSAS303A	Conduct searches
CSCSAS305A	Supervise attendance at court
CSCTRA201A	Maintain security during escort
CSCTRA401A	Plan and monitor escorts

FPI05 Forest and Forest Products Training Package	
FPICOT2234B	Operate 4x4 vehicle
FPICOT2237A	Maintain chainsaws
FPICOT2239A	Trim and cut felled trees
FPIFGM2208A	Fall trees manually (basic)
FPIFGM3204A	Fall trees manually (intermediate)
FPIFGM3205A	Fall trees manually (advanced)
FPIFGM3208B	Perform complex 4x4 operations

HLT07 Health Training Package	
HLTAMBPD401B	Manage personal stressors in the work environment
HLTFA201B	Provide basic emergency life support
HLTFA301C	Apply first aid
HLTFA302B	Provide first aid in remote situation
HLTFA402C	Apply advanced first aid
HLTFA404B	Apply advanced resuscitation techniques

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ICA11 Information and Communications Training Package	
ICAICT103A	Use, communicate and search securely on the internet
ICAICT203A	Operate application software packages
ICAICT308A	Use advanced features of computer applications

LGA04 Local Government Training Package	
LGACOM502B	Devise and conduct community consultations
LGAEHRH604B	Develop and implement environmental health education, promotion and awareness strategies
LGAEHRR504C	Implement public education programs to improve community compliance
LGAPLEM403A	Attend requests for building and planning information and advice
LGAPLEM404A	Prepare and present geographic information systems data
LGAPLEM501A	Achieve an efficient and sustainable use of natural resources
LGAPLEM506A	Improve community knowledge and skills in environmental management practices
LGAPLEM606B	Develop ecologically sustainable land management systems
LGAPLEM608A	Identify and evaluate options to improve road safety

NWP07 Water Industry Training Package	
NWP505B	Implement and manage environmental management policies, plans, procedures and programs

PMA08 Training Package	
PMAOHS214B	Undertake helicopter safety and escape

PSP04 Public Sector Training Package	
PSPCOM503A	Build and maintain community relationships
PSPGOV307B	Organise workplace information
PSPGOV417A	Identify and treat risks
PSPGOV504B	Undertake research and analysis
PSPGOV515A	Develop and use political nous

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PSPGOV606A	Prepare high-level/sensitive written materials
PSPPA601A	Manage public affairs
PSPPM501B	Design complex projects
PSPPOL401A	Contribute to policy development
PSPREG402C	Promote client compliance
PSPREG403B	Assess compliance
PSPREG411A	Gather information through interviews
PSPREG601B	Manage regulatory compliance
PSPREG602B	Evaluate regulatory compliance
PSPSEC405A	Handle security classified information
PSPSOHS502A	Participate in the management of the OHS information and data systems
PSPSOHS609A	Evaluate an organisation's OHS performance
PSPWPI605B	Audit management systems

PUA00 Public Safety Training Package V8.1	
PUAFIR201B	Prevent injury
PUAFIR206B	Check installed fire safety systems
PUAFIR208B	Participate in community safety activities
PUAFIR209B	Work safely around aircraft
PUAFIR301B	Undertake community safety activities
PUAFIR314B	Utilise installed fire safety systems
PUAFIR403B	Assess building plans
PUAFIR404B	Inspect dangerous goods facilities
PUAFIR405B	Collect, analyse and provide regulatory information
PUAFIR501B	Conduct fire investigation and analysis activities
PUAFIR504B	Assist with the formulation and implementation of plans and policies
PUAFIR506B	Conduct an assessment of a building's performance based design
PUAFIR507B	Inspect building fire safety systems
PUAFIR508B	Assess and evaluate a facility's fire/incident safety management systems in hazardous materials
PUAFIR509B	Implement prevention strategies
PUAFIR510B	Inspect for legislative compliance
PUAFIR602B	Manage the implementation of community safety strategies

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PUAPRS20529	Manage marketing requirement

SIS10 Sport, Fitness and Recreation Training Package	
SISCAQU201A	Monitor pool water quality
SISCAQU202A	Perform basic water rescues
SISCAQU304A	Maintain pool water quality
SISCAQU305A	Implement aquatic facility plant and equipment maintenance program
SISCAQU306A	Supervise clients at an aquatic facility or environment
SISCAQU307A	Perform advanced water rescues
SISCAQU312A	Assist participants with a disability during aquatic activities
SISCAQU416A	Coordinate lifeguard service at an aquatic facility
SISONAV403A	Navigate in uncontrolled environments
SISOOPS202A	Use and maintain a temporary or overnight site
SISXRES402A	Support implementation of environmental management practices

TAE10 Training and Education Training Package	
TAEASS301B	Contribute to assessment
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
TAEDEL402A	Plan, organise and facilitate learning in the workplace
TAEDEL403A	Coordinate and facilitate distance-based learning
TAEDEL404A	Mentor in the workplace
TAEDES401A	Design and develop learning programs
TAETAS401A	Maintain training and assessment information
TAETAS501B	Undertake organisational training needs analysis

TDM07 Maritime Training Package	
TDMMC807B	Manoeuvre a vessel within the limits of responsibility of a Master 5
TDMMF1107B	Survive at sea in the event of vessel abandonment

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TDMMF5407A	Observe safety and emergency procedures on a coastal vessel
TDMMF5507A	Fight and extinguish fires on board a coastal vessel
TDMMF5607A	Observe personal safety and social responsibilities
TDMMF6207A	Prevent, control and fight fires on board an ocean-going vessel
TDMMH807B	Plan and navigate an offshore passage within the limits of responsibility of a Master 5
TDMMR4307B	Assist in mooring and anchor handling activities

SIT07 Tourism, Hospitality and Events Training Package	
SITXMPR001A	Coordinate production of brochures and marketing materials
SITXMPR002A	Create a promotional display or stand

TLI10 Transport and Logistics Training Package	
TLIG3002A	Lead a work team or group
TLIH2001A	Interpret road maps and navigate predetermined routes

Summary mapping: Qualifications

Summary Mapping of Qualification Changes from the PUA12 Public Safety Training Package Version 1 to the PUA00 Public Safety Training Package Version 8.1

PUA12 Version 1 qualification code and title	PUA00 Version 8.1 qualification code and title	Equivalence	Nature of Relationship
Industry wide			
PUA21012 Certificate II in Public Safety (Aquatic Rescue)	PUA21010 Certificate II in Public Safety (Aquatic Rescue)	E	Packaging rules wording reviewed. Imported units updated. Elective groupings changed.
PUA31312 Certificate III in Public Safety (Aquatic Search and Rescue)	PUA31310 Certificate III in Public Safety (Aquatic Search and Rescue)	E	Packaging rules wording reviewed. Imported units updated.
PUA31412 Certificate III in Public Safety (Community Safety)	PUA31404 Certificate III in Public Safety (Community Safety)	E	Packaging rules wording reviewed. Imported units updated.
PUA33012 Certificate III in Public Safety (Emergency	PUA33010 Certificate III in Public Safety (Emergency	E	Packaging rules wording reviewed. Imported units

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PUA12 Version 1 qualification code and title	PUA00 Version 8.1 qualification code and title	Equivalence	Nature of Relationship
Communications Centre Operations)	Communications Centre Operations)		updated. Elective groupings changed.
PUA33112 Certificate III in Public Safety (Biosecurity Response Operations)			New qualification
PUA41012 Certificate IV in Public Safety (Leadership)	PUA41004 Certificate IV in Public Safety (Leadership)	E	Packaging rules wording reviewed. Imported units updated. Elective groupings changed.
PUA41112 Certificate IV in Public Safety (Community Safety)	PUA41104 Certificate IV in Public Safety (Community Safety)	E	Packaging rules wording reviewed. Imported units updated.
PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management)	PUA42610 Certificate IV in Public Safety (Aquatic Search and Rescue Management)	E	Packaging rules wording reviewed. Imported units updated.
PUA42712 Certificate IV in Public Safety (Emergency Communications Centre Operations)	PUA42710 Certificate IV in Public Safety (Emergency Communications Centre Operations)	E	Packaging rules wording reviewed. Imported units updated. Elective groupings changed.
PUA42912 Certificate IV in Public Safety (Biosecurity Response Leadership)			New qualification
PUA50912 Diploma of Public Safety (Search and Rescue – Coordination)	PUA50904 Diploma of Public Safety (Search and Rescue – Coordination)	E	Packaging rules wording reviewed. Imported units updated. Elective groupings changed.
PUA51012 Diploma of Public Safety (Community Safety)	PUA51004 Diploma of Public Safety (Community Safety)	E	Packaging rules wording reviewed. Imported units updated. Elective groupings changed.
PUA52312 Diploma of Public Safety (Emergency Management)	PUA52310 Diploma of Public Safety (Emergency Management)	E	Packaging rules wording reviewed. Imported units updated.
PUA52412 Diploma of Public Safety (Biosecurity Response Management)			New qualification.

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PUA12 Version 1 qualification code and title	PUA00 Version 8.1 qualification code and title	Equivalence	Nature of Relationship
PUA60112 Advanced Diploma of Public Safety (Emergency Management)	PUA60110 Advanced Diploma of Public Safety (Emergency Management)	E	New units added. Prerequisites updated. Imported units updated. Elective groupings changed.
PUA60612 Advanced Diploma of Public Safety (Search & Rescue Management)	PUA60604 Advanced Diploma of Public Safety (Search & Rescue Management)	E	Packaging rules wording reviewed. Imported units updated. Elective groupings changed.
PUA60712 Advanced Diploma of Public Safety (Community Safety)	PUA60704 Advanced Diploma of Public Safety (Community Safety)	E	Packaging rules wording reviewed. Imported units updated.
Fire Sector			
	PUA20601 Certificate II in Public Safety (Firefighting and Emergency Operations)		Removed.
	PUA20701 Certificate II in Public Safety (Firefighting Operations)		Removed.
	PUA30601 Certificate III in Public Safety (Firefighting and Emergency Operations)		Removed.
	PUA30701 Certificate III in Public Safety (Firefighting Operations)		Removed.
	PUA40301 Certificate IV in Public Safety (Firefighting Supervision)		Removed.
	PUA50501 Diploma of Public Safety (Firefighting Management)		Removed.
	PUA60501 Advanced Diploma of Public Safety (Firefighting Management)		Removed.
	PUA60909 Advanced Diploma of Public Safety (Fire investigation)		Removed.
Police			

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PUA12 Version 1 qualification code and title	PUA00 Version 8.1 qualification code and title	Equivalence	Nature of Relationship
PUA20112 Certificate II in Public Safety (ATSI Community Policing)	PUA20110 Certificate II in Public Safety (ATSI Community Policing)	E	Packaging rules wording reviewed.
PUA20312 Certificate II in Public Safety (Police Liaison)	PUA20310 Certificate II in Public Safety (Police Liaison)	E	Packaging rules wording reviewed.
PUA30112 Certificate III in Public Safety (ATSI Community Policing)	PUA30110 Certificate III in Public Safety (ATSI Community Policing)	E	Packaging rules wording reviewed. Units updated.
PUA30312 Certificate III in Public Safety (Police Liaison)	PUA30310 Certificate III in Public Safety (Police Liaison)	E	Packaging rules wording reviewed. Units updated.
PUA40112 Certificate IV in Public Safety (ATSI Community Policing)	PUA40110 Certificate IV in Public Safety (ATSI Community Policing)	E	Packaging rules wording reviewed. Units updated.
PUA50112 Diploma of Public Safety (Police Search & Rescue Coordination)	PUA50110 Diploma of Public Safety (Police Search & Rescue Coordination)	E	Packaging rules wording reviewed. Units updated.
PUA50212 Diploma of Public Safety (Policing)	PUA50210 Diploma of Public Safety (Policing)	E	Packaging rules wording reviewed. Units updated.
PUA50312 Diploma of Public Safety (Forensic Investigation)	PUA50310 Diploma of Public Safety (Forensic Investigation)	E	Packaging rules wording reviewed. Units updated.
PUA60212 Advanced Diploma of Public Safety (Police Search & Rescue Management)	PUA60210 Advanced Diploma of Public Safety (Police Search & Rescue Management)	E	Packaging rules wording reviewed. Units updated.
PUA60312 Advanced Diploma of Public Safety (Police Investigation)	PUA60310 Advanced Diploma of Public Safety (Police Investigation)	E	Packaging rules wording reviewed. Units updated.
Police Sector – not for public access			
PUA42512 Certificate IV in Public Safety (Disaster victim identification operations)	PUA42509 Certificate IV in Public Safety (Disaster victim identification operations)	E	Unchanged.
PUA42812 Certificate IV in Public Safety (Policing Support Services – General	PUA428 Certificate IV in Public Safety (Policing Support Services –	E	Unchanged.

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PUA12 Version 1 qualification code and title	PUA00 Version 8.1 qualification code and title	Equivalence	Nature of Relationship
or Protective Services)	General/Protective Services)		
PUA51812 Diploma in Public Safety (Human source management)	PUA51809 Diploma of Public Safety (Human source management)	E	Unchanged.
PUA51912 Diploma in Public Safety (Mounted policing)	PUA51909 Diploma of Public Safety (Mounted policing)	E	Unchanged.
PUA52012 Diploma of Public Safety (Police dog handling – general purpose or specific odour)	PUA52009 Diploma of Public Safety (Police dog handling – general purpose/specific odour)	E	Unchanged.
PUA52112 Diploma of Public Safety (Police intelligence practice)	PUA52109 Diploma of Public Safety (Police intelligence practice)	E	Unchanged.
PUA60412 Advanced Diploma of Public Safety (Police intelligence operations)	PUA60409 Advanced Diploma of Public Safety (Police intelligence operations)	E	Unchanged.
PUA61012 Advanced Diploma of Public Safety (Disaster victim identification coordination)	PUA61009 Advanced Diploma of Public Safety (Disaster victim identification coordination)	E	Unchanged.
PUA61112 Advanced Diploma of Public Safety (Improvised hazardous device operations – technician or response)	PUA61109 Advanced Diploma of Public Safety (Improvised hazardous device operations – technician/response)	E	Unchanged.
PUA61212 Advanced Diploma of Public Safety (Police close personal protection)	PUA61209 Advanced Diploma of Public Safety (Police close personal protection)	E	Unchanged.
PUA61312 Advanced Diploma of Public Safety (Police Negotiations)	PUA61309 Advanced Diploma of Public Safety (Police negotiations)	E	Unchanged.
PUA61412 Advanced Diploma of Public Safety (Surveillance)	PUA61410 Advanced Diploma of Public Safety (Surveillance)	E	Unchanged.
PUA61512 Advanced	PUA61509 Advanced	E	Unchanged.

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PUA12 Version 1 qualification code and title	PUA00 Version 8.1 qualification code and title	Equivalence	Nature of Relationship
Diploma of Public Safety (Tactical flight operations – Helicopter or Surveillance)	Diploma of Public Safety (Tactical flight operations – helicopter/surveillance)		
PUA61612 Advance Diploma of Public Safety (Undercover operations – Operative or Controller)	PUA61609 Advance Diploma of Public Safety (Undercover operations – Operative or Controller)	E	Unchanged.
PUA61712 Advanced Diploma of Public Safety (Forensic Investigation)	PUA61710 Advanced Diploma of Public Safety (Forensic Investigation)	E	Unchanged.
PUA61812 Advanced Diploma of Public Safety (Police Supervision)	PUA61810 Advanced Diploma of Public Safety (Police Supervision)	E	Unchanged.
PUA61912 Advanced Diploma of Public Safety (Police Witness Protection)	PUA61910 Advanced Diploma of Public Safety (Police Witness Protection)	E	Unchanged.
PUA80112 Vocational Graduate Certificate in Public Safety (Forensic Firearms Examination)	PUA70109 Vocational Graduate Certificate of Public Safety (Forensic Firearms Examination)	E	Qualification code updated to reflect AQF 2011.
PUA80212 Vocational Graduate Certificate in Public Safety (Police Prosecution)	PUA70209 Vocational Graduate Certificate of Public Safety (Police Prosecution)	E	Qualification code updated to reflect AQF 2011.
PUA80312 Vocational Graduate Certificate in Public Safety (Police Investigation)	PUA70310 Vocational Graduate Certificate in Public Safety (Police Investigation)	E	Qualification code updated to reflect AQF 2011.
PUA80412 Vocational Graduate Certificate in Public Safety (Crime Scene Investigation)			New qualification.
PUA80512 Vocational Graduate Certificate in Public Safety (Fingerprint Investigation)			New qualification.
PUA80612 Vocational Graduate Certificate in Public Safety (Police Management)			New qualification.

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PUA12 Version 1 qualification code and title	PUA00 Version 8.1 qualification code and title	Equivalence	Nature of Relationship
SES Sector			
	PUA20410 Certificate II in Public Safety (SES Rescue)		Removed.
	PUA20510 Certificate II in Public Safety (SES Operations)		Removed.
PUA21312 Certificate II in Public Safety (SES)	PUA21310 Certificate II in Public Safety (SES)	E	Packaging rules wording reviewed. Imported units updated.
PUA30412 Certificate III in Public Safety (SES Rescue)	PUA30410 Certificate III in Public Safety (SES Rescue)	E	Packaging rules wording reviewed. Imported units updated.
PUA30512 Certificate III in Public Safety (SES Operations)	PUA30510 Certificate III in Public Safety (SES Operations)	E	Packaging rules wording reviewed. Imported units updated.
PUA40212 Certificate IV in Public Safety (SES Leadership)	PUA40210 Certificate IV in Public Safety (SES Leadership)	E	Packaging rules wording reviewed. Imported units updated.
PUA50412 Diploma of Public Safety (SES Operations Management)	PUA50410 Diploma of Public Safety (SES Operations Management)	E	Packaging rules wording reviewed. Imported units updated.

Summary mapping: Units of competency

Summary Mapping of Unit of Competency Changes from the PUA12 Public Safety Training Package Version 1.0 to the PUA00 Public Safety Training Package Version 8.1

PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
INDUSTRY WIDE			
Aviation Marine Search and Rescue			
PUAAMS001B Work in an aviation environment	PUAAMS001B Work in an aviation environment	E	Content reviewed
PUAAMS002B Search as a member of an air search team	PUAAMS002B Search as a member of an air search team	E	Content reviewed

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUAAMS003B Conduct stores dropping operations	PUAAMS003B Conduct stores dropping operations	E	Content reviewed
PUAAMS006B Coordinate search and rescue resources	PUAAMS006B Coordinate search and rescue resources	E	Content reviewed
PUAAMS007B Coordinate search and rescue operations	PUAAMS007B Coordinate search and rescue operations	E	Content reviewed
PUAAMS008B Manage search and rescue operations	PUAAMS008B Manage search and rescue operations	E	Content reviewed
Communications			
PUACOM001C Communicate in the workplace	PUACOM001C Communicate in the workplace	E	Changes to unit Application
PUACOM002B Provide services to clients	PUACOM002B Provide services to clients	E	Changes to unit Application
PUACOM003B Manage information	PUACOM003B Manage information	E	Changes to unit Application
PUACOM004B Manage organisational communication strategies	PUACOM004B Manage organisational communication strategies	E	Changes to unit Application
PUACOM005B Foster a positive organisational image in the community	PUACOM005B Foster a positive organisational image in the community	E	Changes to unit Application
PUACOM006B Plan and conduct a public awareness program	PUACOM006B Plan and conduct a public awareness program	E	Changes to unit Application
PUACOM007B Liaise with other organisations	PUACOM007B Liaise with other organisations	E	Changes to unit Application
PUACOM008B Develop and organise public safety awareness programs	PUACOM008B Develop and organise public safety awareness programs	E	Changes to unit Application

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUACOM009B Manage media requirements at major incident	PUACOM009B Manage media requirements at major incident	E	Changes to unit Application
PUACOM010B Promote the organisation's mission and services	PUACOM010B Promote the organisation's mission and services	E	Changes to unit Application
PUACOM011B Develop community awareness networks	PUACOM011B Develop community awareness networks	E	Changes to unit Application
PUACOM012B Liaise with media at a local level	PUACOM012B Liaise with media at a local level	E	Changes to unit Application
PUACOM013B Administer a local public safety group	PUACOM013B Administer a local public safety group	E	Changes to unit Application
PUACOM014B Contribute to community safety	PUACOM014B Contribute to community safety	E	Changes to unit Application
PUACOM015B Conduct community safety activities	PUACOM015B Conduct community safety activities	E	Changes to unit Application
Emergency Communications Centre Operations			
PUAECO001A Operate telephony systems	PUAECO001A Operate telephony systems	E	Unchanged
PUAECO002A Process emergency incident calls and enquiries	PUAECO002A Process emergency incident calls and enquiries	E	Unchanged
PUAECO003A Operate and control radio networks	PUAECO003A Operate and control radio networks	E	Unchanged
PUAECO004A Operate computer aided dispatch system	PUAECO004A Operate computer aided dispatch system	E	Unchanged
PUAECO005A Dispatch resources from within an	PUAECO005A Dispatch resources from within an	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
emergency communications centre	emergency communications centre		
PUAECO006A Read and interpret maps	PUAECO006A Read and interpret maps	E	Unchanged
PUAECO007A Respond to and maintain monitored alarm systems	PUAECO007A Respond to and maintain monitored alarm systems	E	Unchanged
PUAECO008A Receive and action notification of uncontrolled hazardous materials situations	PUAECO008A Receive and action notification of uncontrolled hazardous materials situations	E	Unchanged
PUAECO009A Coordinate emergency communications centre operations	PUAECO009A Coordinate emergency communications centre operations	E	Unchanged
PUAECO010A Maintain standards of emergency service delivery	PUAECO010A Maintain standards of emergency service delivery	E	Unchanged
PUAECO011A Support logistics in the field	PUAECO011A Support logistics in the field	E	Unchanged
Emergency Care			
PUAEME001B	PUAEME001B	E	Minor changes to unit Application
PUAEME002C	PUAEME002C	E	Minor changes to unit Application
PUAEME003C	PUAEME003C	E	Minor changes to unit Application
PUAEME004A Provide emergency care for suspected spinal injury	PUAEME004A Provide emergency care for suspected spinal injury	E	Unchanged
PUAEME005A Provide pain	PUAEME005A Provide pain	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
management	management		
Emergency Risk Management			
PUAEMR022 Establish context for emergency risk assessment	PUAEMR001B Establish context and develop risk evaluation criteria	E	Unit deleted. Content covered by PUAEMR022 Establish context for emergency risk assessment.
PUAEMR023 Assess emergency risk	PUAEMR002B Identify, analyse and evaluate risk	E	Unit deleted. Content covered by PUAEMR023 Assess emergency risk.
PUAEMR024 Develop treatment options for emergency risk	PUAEMR003B Determine treatment strategies	E	Unit deleted. Content covered by PUAEMR024 Develop treatment options for emergency risk.
PUAEMR025 Manage risk treatment implementation	PUAEMR004B Manage treatment strategy implementation	E	Unit deleted. Content covered by PUAEMR025 Manage risk treatment implementation.
	PUAEMR005B Design and manage activities which exercise elements of emergency management	N	Unit deleted. Content removed to non-equivalent units PUAEMR030 Manage and evaluate emergency management exercises, and PUAEMR031 Design emergency management exercises
PUAEMR026Treat operational risk	PUAEMR006B Treat risk at an operational level	E	Unit deleted. Content covered by PUAEMR026 Treat operational risk.
PUAEMR027Assess operational risk	PUAEMR007B Conduct risk	E	Unit deleted. Content covered by

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
	assessment		PUAEMR027 Assess operational risk.
PUAEMR008B Contribute to an emergency risk management process	PUAEMR008B Contribute to an emergency risk management process	E	Content reviewed
PUAEMR009B Facilitate emergency risk assessment	PUAEMR009B Facilitate emergency risk assessment	E	Content reviewed
PUAEMR028 Develop emergency management plans	PUAEMR010B Undertake emergency planning	E	Unit deleted. Content covered by PUAEMR028 Develop emergency management plans.
PUAEMR029 Plan and implement a treatment measure	PUAEMR011B Plan and implement a treatment measure	E	Unit deleted. Content covered by PUAEMR029 Plan and implement a treatment measure.
PUAEMR012B Determine treatment options	PUAEMR012B Determine treatment options	E	Content reviewed
	PUAEMR013B Facilitate treatment strategy development and implementation	N	Unit deleted. Content covered in parts of PUAEMR012B. Not equivalent.
PUAEMR014A Deliver recovery services	PUAEMR014A Deliver recovery services	E	Content reviewed
PUAEMR015A Establish and manage a recovery centre	PUAEMR015A Establish and manage a recovery centre	E	Content reviewed
PUAEMR016A Facilitate community involvement in recovery	PUAEMR016A Facilitate community involvement in recovery	E	Content reviewed
PUAEMR017A Manage recovery functions and services	PUAEMR017A Manage recovery functions and services	E	Content reviewed
PUAEMR018A Work	PUAEMR018A Work	E	Content reviewed

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
in an emergency management context	in an emergency management context		
PUAEMR030 Manage and evaluate emergency management exercises	PUAEMR019A Coordinate and evaluate activities which exercise elements of emergency management arrangements	E	Unit deleted. Content covered by PUAEMR030 Manage and evaluate emergency management exercises.
PUAEMR031 Design emergency management exercises	PUAEMR020A Design activities which exercise elements of emergency management arrangements	E	Unit deleted. Content covered by PUAEMR031 Design emergency management exercises.
PUAEMR021A Facilitate emergency planning processes	PUAEMR021A Facilitate emergency planning processes	E	Content reviewed
PUAEMR022 Establish context for emergency risk assessment			New unit
PUAEMR023 Assess emergency risk			New unit
PUAEMR024 Develop treatment options for emergency risk			New unit
PUAEMR025 Manage risk treatment implementation			New unit
PUAEMR026 Treat operational risk			New unit
PUAEMR027 Assess operational risk			New unit
PUAEMR028 Develop emergency management plans			New unit

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUAEMR029 Plan and implement a treatment measure			New unit
PUAEMR030 Manage and evaluate emergency management exercises			New unit
PUAEMR031 Design emergency management exercises			New unit
Equipment			
PUAEQU001B Prepare, maintain and test response equipment	PUAEQU001B Prepare, maintain and test response equipment	E	Content reviewed
Law			
PUALAW001B Protect and preserve incident scene	PUALAW001B Protect and preserve incident scene	E	changes to unit Application
PUALAW002B Conduct initial investigation at incident scene	PUALAW002B Conduct initial investigation at incident scene	E	Minor changes to unit Application
PUALAW003B Give evidence in a judicial or quasi-judicial setting	PUALAW003B Give evidence in a judicial or quasi-judicial setting	E	Minor changes to unit Application
PUALAW004B Represent the organisation in a judicial or quasi-judicial setting	PUALAW004B Represent the organisation in a judicial or quasi-judicial setting	E	Minor changes to unit Application
Management			
PUAMAN001B Manage the organisation's public safety responsibilities	PUAMAN001B Manage the organisation's public safety responsibilities	E	Changes to unit Application
PUAMAN002B	PUAMAN002B	E	Changes to unit

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
Administer work group resources	Administer work group resources		Application
PUAMAN003B Manage human resources	PUAMAN003B Manage human resources	E	Changes to unit Application
PUAMAN004B Manage procurement	PUAMAN004B Manage procurement	E	Changes to unit Application
PUAMAN005B Manage projects	PUAMAN005B Manage projects	E	Changes to unit Application
PUAMAN006B Manage and facilitate change	PUAMAN006B Manage and facilitate change	E	Changes to unit Application
PUAMAN007B Manage financial resources	PUAMAN007B Manage financial resources	E	Changes to unit Application
PUAMAN008B Manage physical resources	PUAMAN008B Manage physical resources	E	Changes to unit Application
Occupational Health and Safety			
PUAOHS001C Follow defined occupational health and safety policies and procedures	PUAOHS001C Follow defined occupational health and safety policies and procedures	E	Changes to unit Application
PUAOHS002B Maintain safety at an incident scene	PUAOHS002B Maintain safety at an incident scene	E	Changes to unit Application
PUAOHS003B Implement and monitor the organisation's occupational health and safety policies, procedures and programs	PUAOHS003B Implement and monitor the organisation's occupational health and safety policies, procedures and programs	E	Changes to unit Application
PUAOHS004B Establish and maintain the occupational health and safety system	PUAOHS004B Establish and maintain the occupational health and safety system	E	Changes to unit Application

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
Marine Pollution Response			
PUAOIL201 Use basic equipment operations for oil spill response			New unit
PUAOIL301 Apply health, safety and risk controls when working on oiled shorelines			New unit
PUAOIL302Use advanced equipment operations for oil spill response			New unit
PUAOIL401 Apply decision making strategies in an oil spill response			New unit
PUAOIL402 Apply oiled shoreline assessment strategies in an oil spill response			New unit
PUAOIL403 Lead a team in oiled shoreline clean up			New unit
Operations			
	PUAOPE001B Supervise response	N	Unit deleted. Content partially covered by PUAOPE021A Control a Level 1 incident. Not equivalent.
	PUAOPE002B Operate communications systems and equipment	E	Unit deleted. Content covered by PUAOPE013A Operate communications systems and equipment. Equivalent.

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
	PUAOPE003B Navigate in urban and rural environments	E	Unit deleted. Content covered by PUAOPE014A Navigate to an incident. Equivalent.
	PUAOPE004B Conduct briefings/debriefings	E	Unit deleted. Content covered by PUAOPE015A Conduct briefings and debriefings. Equivalent.
	PUAOPE005B Manage a multi team response	E	Unit deleted. Content covered by PUAOPE016A Manage a multi-team sector. Equivalent.
PUAOPE006B Control multi-agency emergency situations	PUAOPE006B Control multi-agency emergency situations	E	Changes to unit Application
PUAOPE007B Command agency personnel within a multi-agency emergency response	PUAOPE007B Command agency personnel within a multi-agency emergency response	E	Changes to unit Application
	PUAOPE008B Coordinate resources within a multi agency emergency response	E	Unit deleted. Content covered by PUAOPE016A Manage multi-team sector. Equivalent.
PUAOPE009C Navigate in an aquatic environment	PUAOPE009C Navigate in an aquatic environment	E	Unchanged
PUAOPE010C Operate an automated external defibrillator in an emergency	PUAOPE010C Operate an automated external defibrillator in an emergency	E	Unchanged
PUAOPE011B Inspect property and facilities	PUAOPE011B Inspect property and facilities	E	Changes to unit Application
PUAOPE012A Control a Level 1	PUAOPE012A Control a Level 1	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
incident	incident		
PUAOPE013A Operate communications systems and equipment	PUAOPE013A Operate communications systems and equipment	E	Unchanged
PUAOPE014A Navigate to an incident	PUAOPE014A Navigate to an incident	E	Unchanged
PUAOPE015A Conduct briefings and debriefings	PUAOPE015A Conduct briefings and debriefings	E	Unchanged
PUAOPE016A Manage a multi-team sector	PUAOPE016A Manage a multi-team sector	E	Unchanged
PUAOPE017A Coordinate resources for a multi-agency incident	PUAOPE017A Coordinate resources for a multi-agency incident	E	Unchanged
PUAOPE018A Control a Level 2 incident	PUAOPE018A Control a Level 2 incident	E	Unchanged
PUAOPE019A Control a Level 3 incident	PUAOPE019A Control a Level 3 incident	E	Unchanged
PUAOPE020A Lead a crew	PUAOPE020A Lead a crew	E	Unchanged
PUAOPE021A Manage information function at an incident	PUAOPE021A Manage information function at an incident	E	Unchanged
PUAOPE022A Manage logistics for a Level 2 incident	PUAOPE022A Manage logistics for a Level 2 incident	E	Unchanged
PUAOPE023A Manage operations for a Level 2 incident	PUAOPE023A Manage operations for a Level 2 incident	E	Unchanged
PUAOPE024A Manage operations for a Level 3 incident	PUAOPE024A Manage operations for a Level 3 incident	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUAOPE025A Manage planning for a Level 2 incident	PUAOPE025A Manage planning for a Level 2 incident	E	Unchanged
PUAOPE026A Provide strategic safety advice at an incident	PUAOPE026A Provide strategic safety advice at an incident	E	Unchanged
PUAOPE027A Undertake beach safety management activities	PUAOPE027A Undertake beach safety management activities	E	Unchanged
Promote			
PUAPRO001B Promote a learning environment in the workplace	PUAPRO001B Promote a learning environment in the workplace	E	Changes to unit Application
Search and Rescue			
	PUASAR001B Participate in a rescue operation	E	Unit deleted. Content covered by PUASAR022A Participate in a rescue operation. Equivalent.
	PUASAR002B Undertake road accident rescue	E	Unit deleted. Content covered by PUASAR024A Undertake road crash rescue. Equivalent.
	PUASAR003B Undertake technical rescue	E	Unit deleted. Content covered by PUASAR026A Undertake industrial and domestic rescue. Equivalent.
	PUASAR004B Undertake vertical rescue	E	Unit deleted. Content covered by PUASAR032A Undertake vertical rescue. Equivalent.
	PUASAR005B Undertake confined	E	Unit deleted. Content covered by PUASAR025A

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
	space rescue		Undertake confined space rescue. Equivalent.
	PUASAR006B Undertake trench rescue	E	Unit deleted. Content covered by PUASAR030A Undertake trench rescue. Equivalent.
	PUASAR007B Undertake structural collapse rescue	E	Unit deleted. Content covered by PUASAR028A Undertake rescue from a partial structural collapse rescue. Equivalent.
	PUASAR008B Search as a member of a land search team	E	Unit deleted. Content covered by PUASAR017A Coordinate resources for a multi-agency incident. Equivalent.
	PUASAR009B Participate in an aquatic rescue operation	E	Unit deleted. Content covered by PUASAR013A Participate in an aquatic rescue operation. Equivalent.
PUASAR011C Search as a member of an aquatic search team	PUASAR011C Search as a member of an aquatic search team	E	Unchanged
PUASAR012C Apply surf awareness and self-rescue skills	PUASAR012C Apply surf awareness and self-rescue skills	E	Unchanged
PUASAR013A Participate in an aquatic rescue operation	PUASAR013A Participate in an aquatic rescue operation	E	Unchanged
PUASAR014A Operate and maintain a small powercraft and motor for rescue	PUASAR014A Operate and maintain a small powercraft and motor for rescue	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
operations	operations		
PUASAR015A Crew small powercraft in a rescue operation	PUASAR015A Crew small powercraft in a rescue operation	E	Unchanged
PUASAR016A Operate and maintain a personal water craft for rescue operations	PUASAR016A Operate and maintain a personal water craft for rescue operations	E	Unchanged
PUASAR017A Undertake advanced surf rescue	PUASAR017A Undertake advanced surf rescue	E	Unchanged
PUASAR018A Select and maintain canines to be part of a canine search team for USAR incidents	PUASAR018A Select and maintain canines to be part of a canine search team for USAR incidents	E	Unchanged
PUASAR019A Train canines to work in a USAR environment	PUASAR019A Train canines to work in a USAR environment	E	Unchanged
PUASAR020A Develop a canine search team for USAR incidents	PUASAR020A Develop a canine search team for USAR incidents	E	Unchanged
PUASAR021A Search as part of a canine search team at USAR incidents	PUASAR021A Search as part of a canine search team at USAR incidents	E	Unchanged
PUASAR022A Participate in a rescue operation	PUASAR022A Participate in a rescue operation	E	Unchanged
PUASAR023A Participate in an urban search and rescue Category 1	PUASAR023A Participate in an urban search and rescue Category 1	E	Unchanged
PUASAR024A Undertake road crash rescue	PUASAR024A Undertake road crash rescue	E	Unchanged
PUASAR025A Undertake confined space rescue	PUASAR025A Undertake confined space rescue	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUASAR026A Undertake industrial and domestic rescue	PUASAR026A Undertake industrial and domestic rescue	E	Unchanged
PUASAR027A Undertake land search rescue	PUASAR027A Undertake land search rescue	E	Unchanged
PUASAR028A Undertake rescue from a partial structural collapse	PUASAR028A Undertake rescue from a partial structural collapse	E	Unchanged
PUASAR029A Undertake a complex transport rescue	PUASAR029A Undertake a complex transport rescue	E	Unchanged
PUASAR030A Undertake trench rescue	PUASAR030A Undertake trench rescue	E	Unchanged
PUASAR031A Undertake an urban search and rescue Category 2	PUASAR031A Undertake an urban search and rescue Category 2	E	Unchanged
PUASAR032A Undertake vertical rescue	PUASAR032A Undertake vertical rescue	E	Unchanged
PUASAR033 Perform land based swiftwater and floodwater rescue and recovery			New unit
PUASAR034 Undertake swiftwater and floodwater rescue and recovery			New unit
PUASAR035 Develop plans for deployment of a USAR task force			New unit
PUASAR036 Implement and monitor USAR task force plans			New unit

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUASAR037 Review USAR task force plans implemented at an incident			New unit
Teamwork			
PUATEA001B Work in a team	PUATEA001B Work in a team	E	Changes to unit Application
PUATEA002B Work autonomously	PUATEA002B Work autonomously	E	Changes to unit Application
PUATEA003B Lead, manage and develop teams	PUATEA003B Lead, manage and develop teams	E	Changes to unit Application
PUATEA004D Work effectively in a public safety organisation	PUATEA004D Work effectively in a public safety organisation	E	Unchanged
PUATEA005A Manage own professional performance	PUATEA005A Manage own professional performance	E	Unchanged
Vehicles			
PUAVEH001B Drive vehicles under operational conditions	PUAVEH001B Drive vehicles under operational conditions	E	Changes to unit Application
Workplace Emergency Response			
PUAWER001B Identify, prevent and report potential workplace emergency situations	PUAWER001B Identify, prevent and report potential workplace emergency situations	E	Content reviewed
PUAWER002B Ensure workplace emergency prevention procedures, systems and processes are implemented	PUAWER002B Ensure workplace emergency prevention procedures, systems and processes are implemented	E	Content reviewed
PUAWER003B Manage and monitor workplace emergency procedures, equipment and other	PUAWER003B Manage and monitor workplace emergency procedures, equipment and other	E	Content reviewed

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
resources	resources		
PUAWER004B Respond to workplace emergencies	PUAWER004B Respond to workplace emergencies	E	Content reviewed
PUAWER005B Operate as part of an emergency control organisation	PUAWER005B Operate as part of an emergency control organisation	E	Content reviewed
PUAWER006B Lead an emergency control organisation	PUAWER006B Lead an emergency control organisation	E	Content reviewed
PUAWER007B Manage an emergency control organisation	PUAWER007B Manage an emergency control organisation	E	Content reviewed
PUAWER008B Confine small workplace emergencies	PUAWER008B Confine small workplace emergencies	E	Content reviewed
PUAWER009B Participate as a member of a workplace emergency initial response team	PUAWER009B Participate as a member of a workplace emergency initial response team	E	Content reviewed
PUAWER010B Lead a workplace emergency initial response team	PUAWER010B Lead a workplace emergency initial response team	E	Content reviewed
PUAWER011B Manage workplace emergency initial response teams	PUAWER011B Manage workplace emergency initial response teams	E	Content reviewed
FIRE SECTOR			
	PUAFIR310B Operate aerial or specialist appliance		Deleted.
	PUAFIR406B Develop prescribed burning plans		Deleted.

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
	PUAFIR407B Conduct prescribed burning		Deleted.
	PUAFIR203B Respond to urban fire		Deleted.
	PUAFIR204B Respond to wildfire		Deleted.
	PUAFIR205B Respond to aviation incident (specialist)		Deleted.
	PUAFIR206B Check installed fire safety systems		Deleted.
	PUAFIR207B Operate breathing apparatus open circuit		Deleted.
	PUAFIR208B Participate in community safety activities		Deleted.
	PUAFIR209B Work safely around aircraft		Deleted.
	PUAFIR212B Rappel from helicopter		Deleted.
	PUAFIR201B Prevent injury		Deleted.
	PUAFIR210B Undertake hover-exit operations from helicopter		Deleted.
	PUAFIR211B Undertake helicopter winch operations		Deleted.
	PUAFIR202B Respond to isolated/remote structure fire		Deleted.
	PUAFIR301B Undertake		Deleted.

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
	community safety activities		
	PUAFIR302B Suppress urban fire		Deleted.
	PUAFIR303B Suppress wildfire		Deleted.
	PUAFIR304B Respond to marine emergencies		Deleted.
	PUAFIR305B Respond to aviation incidents (general)		Deleted.
	PUAFIR308B Employ personal protection at a hazardous materials incident		Deleted.
	PUAFIR309B Operate pumps		Deleted.
	PUAFIR311B Dispatch rappel personnel and equipment from a helicopter		Deleted.
	PUAFIR312B Operate aerial ignition equipment in an aircraft		Deleted.
	PUAFIR313B Operate aviation support equipment		Deleted.
	PUAFIR314B Utilise installed fire safety systems		Deleted.
	PUAFIR315B Navigate from an aircraft		Deleted.
	PUAFIR307B Monitor hazardous atmospheres		Deleted.

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
	PUAFIR306B Render hazardous materials incidents safe		Deleted.
	PUAFIR401B Obtain incident intelligence		Deleted.
	PUAFIR403B Assess building plans		Deleted.
	PUAFIR404B Inspect dangerous goods facilities		Deleted.
	PUAFIR405B Collect, analyse and provide regulatory information		Deleted.
	PUAFIR408B Plan aircraft operations		Deleted.
	PUAFIR409B Develop air attack strategies		Deleted.
	PUAFIR410A Provide safety advice at a rural/land management incident		Deleted.
	PUAFIR411A Provide safety advice at an urban incident		Deleted.
	PUAFIR402B Supervise specialist response to aviation incidents		Deleted.
	PUAFIR501B Conduct fire investigation and analysis activities		Deleted.
	PUAFIR502B Develop incident control strategies		Deleted.
	PUAFIR503B Coordinate human resource management		Deleted.

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
	activities		
	PUAFIR504B Assist with formulation and implementation of plans and policies		Deleted.
	PUAFIR505B Administer cost centre's financial resources		Deleted.
	PUAFIR506B Conduct an assessment of a building's performance based design		Deleted.
	PUAFIR507B Inspect building fire safety systems		Deleted.
	PUAFIR509B Implement prevention strategies		Deleted.
	PUAFIR510B Inspect for legislative compliance		Deleted.
	PUAFIR508B Assess and evaluate a facility's fire/incident safety management systems in hazardous materials		Deleted.
	PUAFIR601B Develop and administer agency policy, procedures and practices		Deleted.
	PUAFIR602B Manage the implementation of community safety		Deleted.
	PUAFIR603A Determine origin and		Deleted.

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
	cause of wildfire		
	PUAFIR604A Determine origin and cause of structure fire		Deleted.
	PUAFIR605A Determine origin and cause of mobile property fire		Deleted.
	PUAFIR606A Apply principles of combustion and fire dynamics to fire scene investigation		Deleted.
	PUAFIR607A Apply electrical/electronic knowledge to fire investigations		Deleted.
	PUAFIR608A Investigate fatal fires		Deleted.
	PUAFIR609A Collect, record and coordinate the analysis of physical evidence		Deleted.
	PUAFIR610A Manage imaging and electronic data		Deleted.
	PUAFIR611A Process and analyse fire scene data and laboratory results		Deleted.
	PUAFIR612A Undertake post-incident analysis		Deleted.
	PUAPRS20529B Manage marketing requirements		Deleted.
POLICE SECTOR			
Liaison			

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
	PUALIO001B Assist in relations between police and members of an Aboriginal or Torres Strait Islander community		Deleted
PUALIO002B Provide local community, cultural and geographic information to other agencies and tourists	PUALIO002B Provide local community, cultural and geographic information to other agencies and tourists	E	Unchanged
	PUALIO003B Promote public safety objectives by liaison between the police service and Aboriginal or Torres Strait Islander communities		Deleted
	PUALIO005B Provide advanced interpreting, conflict resolution and negotiation services in an Aboriginal or Torres Strait Islander community		Deleted
Forensics			
PUAPOLFC002B Maintain a safe forensic working environment	PUAPOLFC002B Maintain a safe forensic working environment	E	Updated required skills
PUAPOLFC003B Detect, record and collect physical evidence	PUAPOLFC003B Detect, record and collect physical evidence	E	Unchanged
PUAPOLFC004B Evaluate and document cases and facilitate analyses	PUAPOLFC004B Evaluate and document cases and facilitate analyses	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUAPOLFC005A Prepare and submit forensic documentation	PUAPOLFC005A Prepare and submit forensic documentation	E	Unchanged
PUAPOLFC006B Contribute to and comply with quality systems	PUAPOLFC006B Contribute to and comply with quality systems	E	Unchanged
PUAPOLFC008B Process and interpret comparative evidence	PUAPOLFC008B Process and interpret comparative evidence	E	Unchanged
	PUAPOLFC009A Develop and maintain forensic discipline expertise		Deleted
	PUAPOLFC010A Evaluate items and conduct laboratory examinations and analyses		Deleted
PUAPOL808 Coordinate multi-discipline forensic investigations	PUAPOLFC012A Coordinate multi-discipline forensic investigations	N	Unit reviewed and significantly redeveloped
	PUAPOLFC013A Conduct complex laboratory analyses or examinations		Deleted
PUAPOLFC022A Prepare and present specialist forensic evidence or opinion	PUAPOLFC022A Prepare and present specialist forensic evidence or opinion	E	Unchanged
PUAPOLFC029A Use and maintain specialist forensic equipment	PUAPOLFC029A Use and maintain specialist forensic equipment	E	Unchanged
General Duties			
PUAPOL014B Manage performance/	PUAPOL014B Manage performance/	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
behavioural issues	behavioural issues		
PUAPOL017B Plan and develop strategies to support organisational policy	PUAPOL017B Plan and develop strategies to support organisational policy	E	Unchanged
	PUAPOL018B Control and monitor service delivery		Deleted
PUAPOL020B Develop a business plan	PUAPOL020B Develop a business plan	E	Unchanged
	PUAPOL021B Identify and evaluate the organisational environment to facilitate service delivery		Deleted
	PUAPOL022B Lead the organisation		Deleted
PUAPOL028B Manage investigation information processes	PUAPOL028B Manage investigation information processes	E	Unchanged
PUAPOL031B Confiscate assets	PUAPOL031B Confiscate assets	E	Unchanged
PUAPOL032B Plan intelligence activities	PUAPOL032B Plan intelligence activities	E	Unchanged
PUAPOL033B Manage intelligence information processes	PUAPOL033B Manage intelligence information processes	E	Unchanged
PUAPOL034B Analyse information	PUAPOL034B Analyse information	E	Unchanged
PUAPOL035B Provide crime prevention advice through environmental design	PUAPOL035B Provide crime prevention advice through environmental design	E	Unchanged
PUAPOL036B Maintain a safe forensic working environment	PUAPOL036B Maintain a safe forensic working environment	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUAPOLGD001A Maintain police operational safety	PUAPOLGD001A Maintain police operational safety	E	Unchanged
PUAPOLGD002A Apply policing methods	PUAPOLGD002A Apply policing methods	E	Unchanged
PUAPOLGD003A Undertake initial police investigation	PUAPOLGD003A Undertake initial police investigation	E	Unchanged
PUAPOLGD004A Gather, collate and record police information	PUAPOLGD004A Gather, collate and record police information	E	Unchanged
PUAPOLGD005A Use and maintain police operational equipment	PUAPOLGD005A Use and maintain police operational equipment	E	Unchanged
PUAPOLGD006A Facilitate effective communication in the policing environment	PUAPOLGD006A Facilitate effective communication in the policing environment	E	Unchanged
PUAPOLGD007A Manage persons in care or custody	PUAPOLGD007A Manage persons in care or custody	E	Unchanged
PUAPOLGD008A Administer legislation to ensure compliance	PUAPOLGD008A Administer legislation to ensure compliance	E	Unchanged
PUAPOLGD009A Manage involvement in the judicial process	PUAPOLGD009A Manage involvement in the judicial process	E	Unchanged
PUAPOLGD010A Perform police administrative duties	PUAPOLGD010A Perform police administrative duties	E	Unchanged
PUAPOLGD011A Manage personal and ethical performance	PUAPOLGD011A Manage personal and ethical performance	E	Unchanged
PUAPOLGD012A Address customer needs	PUAPOLGD012A Address customer needs	E	Unchanged
PUAPOLGD013A	PUAPOLGD013A	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
Develop productive working relationships	Develop productive working relationships		
PUAPOLGD014A Drive police vehicles	PUAPOLGD014A Drive police vehicles	E	Unchanged
PUAPOLGD015A Employ media strategies	PUAPOLGD015A Employ media strategies	E	Unchanged
PUAPOLGD016A Perform inter-jurisdictional police duties	PUAPOLGD016A Perform inter-jurisdictional police duties	E	Unchanged
PUAPOLGD017A Employ protective service methods	PUAPOLGD017A Employ protective service methods	E	Unchanged
PUAPOLGD018A Perform court security duties	PUAPOLGD018A Perform court security duties	E	Unchanged
Community Policing			
PUAPOLIM001A Assist police with members of a culturally specific community	PUAPOLIM001A Assist police with members of a culturally specific community	E	Unchanged
PUAPOLIM002A Promote public safety objectives by liaison with a culturally specific community	PUAPOLIM002A Promote public safety objectives by liaison with a culturally specific community	E	Unchanged
PUAPOLIM003A Provide interpreting and translating services	PUAPOLIM003A Provide interpreting and translating services	E	Unchanged
PUAPOLIM004A Provide police services in an Aboriginal or Torres Strait Islander community	PUAPOLIM004A Provide police services in an Aboriginal or Torres Strait Islander community	E	Unchanged
PUAPOLIM005A Provide advanced	PUAPOLIM005A Provide advanced	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
information concerning an Aboriginal or Torres Strait Islander community	information concerning an Aboriginal or Torres Strait Islander community		
PUAPOLIM006A Enhance status as a role model in an Aboriginal or Torres Strait Islander community	PUAPOLIM006A Enhance status as a role model in an Aboriginal or Torres Strait Islander community	E	Unchanged
Investigations			
PUAPOLIV001A Manage police investigations	PUAPOLIV001A Manage police investigations	E	Unchanged
PUAPOLIV002A Conduct police investigations	PUAPOLIV002A Conduct police investigations	E	Unchanged
PUAPOLIV003A Manage incident scenes	PUAPOLIV003A Manage incident scenes	E	Unchanged
PUAPOLIV004A Conduct investigative interviews	PUAPOLIV004A Conduct investigative interviews	E	Unchanged
PUAPOLIV009A Manage physical evidence	PUAPOLIV009A Manage physical evidence	E	Unchanged
PUAPOLIV011A Manage information within specialised policing functions	PUAPOLIV011A Manage information within specialised policing functions	E	Unchanged
Management			
PUAPOLMG004A Manage media requirements	PUAPOLMG004A Manage media requirements	E	Unchanged
PUAPOLMG007A Contribute to policy formulation and revision	PUAPOLMG007A Contribute to policy formulation and revision	E	Unchanged
POLICE SECTOR – not for public access			

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
Computer			
PUACCI001B Plan a computer related crime operation	PUACCI001B Plan a computer related crime operation	E	Unchanged
PUACCI002B Conduct a preliminary search for electronic data	PUACCI002B Conduct a preliminary search for electronic data	E	Unchanged
PUACCI003B Copy electronic data	PUACCI003B Copy electronic data	E	Unchanged
PUACCI004B Search electronic data	PUACCI004B Search electronic data	E	Unchanged
PUACCI005B Investigate network offences	PUACCI005B Investigate network offences	E	Unchanged
PUACCI006B Build and maintain target computer networks	PUACCI006B Build and maintain target computer networks	E	Unchanged
PUACCI007B Present evidence of computer crime	PUACCI007B Present evidence of computer crime	E	Unchanged
PUACCI008B Build and maintain computer crime networks	PUACCI008B Build and maintain computer crime networks	E	Unchanged
Electronic surveillance			
PUAESU001B Plan an electronic surveillance operation	PUAESU001B Plan an electronic surveillance operation	E	Unchanged
PUAESU002B Execute an electronic surveillance operation	PUAESU002B Execute an electronic surveillance operation	E	Unchanged
PUAESU003B Set up monitoring equipment	PUAESU003B Set up monitoring equipment	E	Unchanged
PUAESU004B Maintain installations	PUAESU004B Maintain installations	E	Unchanged
PUAESU005B Prepare and present evidence	PUAESU005B Prepare and present evidence	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
General duties			
PUAPOL601 Apply core science within a forensic environment and-or investigations			New unit
PUAPOL801 Develop and appraise complex documents			New unit
PUAPOL802 Develop and review a business plan			New unit
PUAPOL803 Lead an emergency response			New unit
PUAPOL804 Manage an internal compliance audit and review within policing			New unit
PUAPOL805 Manage the human resource function of a local police work area			New unit
PUAPOL806 Apply specialised forensic science techniques			New unit
PUAPOL807 Conduct serious forensic crime and incident scene investigation			New unit
PUAPOL808 Coordinate multi-discipline forensic investigations	PUAPOLFC012A Coordinate multi-discipline forensic investigations	N	New unit. Replaces PUAPOLFC012A. Not equivalent.
PUAPOL809 Develop forensic crime scene expertise			New unit
PUAPOL810 Apply fingerprint			New unit

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
comparison and identification methodology			
PUAPOL811 Determine and apply advanced fingerprint detection techniques			New unit
PUAPOL812 Develop fingerprint expertise			New unit
PUAPOL813 Operate the National Automated Fingerprint Identification System			New unit
PUAPOL814 Perform fingerprinting of deceased persons			New unit
Dog handling			
PUAPOLDH001A Care for police dog	PUAPOLDH001A Care for police dog	E	Unchanged
PUAPOLDH002A Manage proficiency of a police dog	PUAPOLDH002A Manage proficiency of a police dog	E	Unchanged
PUAPOLDH003A Deploy a general purpose police dog	PUAPOLDH003A Deploy a general purpose police dog	E	Unchanged
PUAPOLDH004A Manage police dog tracking	PUAPOLDH004A Manage police dog tracking	E	Unchanged
PUAPOLDH005A Manage police dog criminal apprehension	PUAPOLDH005A Manage police dog criminal apprehension	E	Unchanged
PUAPOLDH006A Manage police dog for person and property searching	PUAPOLDH006A Manage police dog for person and property searching	E	Unchanged
PUAPOLDH007A Maintain police dog obedience and agility	PUAPOLDH007A Maintain police dog obedience and agility	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUAPOLDH008A Deploy a specific odour police dog	PUAPOLDH008A Deploy a specific odour police dog	E	Unchanged
PUAPOLDH009A Manage police dog for specific odour searching	PUAPOLDH009A Manage police dog for specific odour searching	E	Unchanged
Disaster victim			
PUAPOLDV001A Maintain occupational health, safety and welfare in a disaster victim identification response	PUAPOLDV001A Maintain occupational health, safety and welfare in a disaster victim identification response	E	Unchanged
PUAPOLDV002A Conduct disaster victim identification scene activities	PUAPOLDV002A Conduct disaster victim identification scene activities	E	Unchanged
PUAPOLDV003A Conduct disaster victim identification post mortem activities	PUAPOLDV003A Conduct disaster victim identification post mortem activities	E	Unchanged
PUAPOLDV004A Conduct disaster victim identification ante mortem activities	PUAPOLDV004A Conduct disaster victim identification ante mortem activities	E	Unchanged
PUAPOLDV005A Conduct disaster victim identification reconciliation activities	PUAPOLDV005A Conduct disaster victim identification reconciliation activities	E	Unchanged
PUAPOLDV006A Manage occupational health, safety and welfare in a disaster victim identification response	PUAPOLDV006A Manage occupational health, safety and welfare in a disaster victim identification response	E	Unchanged
PUAPOLDV007A Coordinate disaster victim identification	PUAPOLDV007A Coordinate disaster victim identification	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
scene activities	scene activities		
PUAPOLDV008A Coordinate disaster victim identification post mortem activities	PUAPOLDV008A Coordinate disaster victim identification post mortem activities	E	Unchanged
PUAPOLDV009A Coordinate disaster victim identification ante mortem activities	PUAPOLDV009A Coordinate disaster victim identification ante mortem activities	E	Unchanged
PUAPOLDV010A Coordinate disaster victim identification reconciliation activities	PUAPOLDV010A Coordinate disaster victim identification reconciliation activities	E	Unchanged
PUAPOLDV011A Command disaster victim identification incidents	PUAPOLDV011A Command disaster victim identification incidents	E	Unchanged
Forensics			
PUAPOLFC014A Conduct investigations at a bomb/explosion scene	PUAPOLFC014A Conduct investigations at a bomb/explosion scene	E	Unchanged
PUAPOLFC015A Undertake analyses and examination of firearms and ammunition	PUAPOLFC015A Undertake analyses and examination of firearms and ammunition	E	Unchanged
PUAPOLFC016A Restore serial numbers to firearms, parts and accessories	PUAPOLFC016A Restore serial numbers to firearms, parts and accessories	E	Unchanged
PUAPOLFC017A Examine ammunition components using the comparison microscope	PUAPOLFC017A Examine ammunition components using the comparison microscope	E	Unchanged
PUAPOLFC018A Reconstruct shooting scenes	PUAPOLFC018A Reconstruct shooting scenes	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUAPOLFC019A Assemble and disassemble ammunition	PUAPOLFC019A Assemble and disassemble ammunition	E	Unchanged
PUAPOLFC020A Undertake firearm related tests	PUAPOLFC020A Undertake firearm related tests	E	Unchanged
PUAPOLFC021A Interpret gunshot wounds	PUAPOLFC021A Interpret gunshot wounds	E	Unchanged
PUAPOLFC023A Communicate in a forensic science environment	PUAPOLFC023A Communicate in a forensic science environment	E	Unchanged
PUAPOLFC024A Record incident scene and evidence	PUAPOLFC024A Record incident scene and evidence	E	Unchanged
PUAPOLFC025A Coordinate forensic evidence analysis	PUAPOLFC025A Coordinate forensic evidence analysis	E	Unchanged
PUAPOLFC026A Apply forensic case management systems	PUAPOLFC026A Apply forensic case management systems	E	Unchanged
PUAPOLFC028A Examine forensic scenes	PUAPOLFC028A Examine forensic scenes	E	Unchanged
PUAPOLFC030A Manage complex forensic investigations	PUAPOLFC030A Manage complex forensic investigations	E	Unchanged
Hazardous devices			
PUAPOLHD001A Manage information relating to reported improvised hazardous device incidents	PUAPOLHD001A Manage information relating to reported improvised hazardous device incidents	E	Unchanged
PUAPOLHD002A Use and maintain specialist equipment	PUAPOLHD002A Use and maintain specialist equipment	E	Unchanged
PUAPOLHD003A	PUAPOLHD003A	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
Manage an improvised hazardous device incident	Manage an improvised hazardous device incident		
PUAPOLHD004A Manage post incident improvised hazardous device information requirements	PUAPOLHD004A Manage post incident improvised hazardous device information requirements	E	Unchanged
PUAPOLHD005A Search for an improvised hazardous device	PUAPOLHD005A Search for an improvised hazardous device	E	Unchanged
PUAPOLHD006A Maintain occupational health, safety and welfare at an improvised hazardous device incident	PUAPOLHD006A Maintain occupational health, safety and welfare at an improvised hazardous device incident	E	Unchanged
PUAPOLHD007A Manage evidence at an improvised hazardous device incident	PUAPOLHD007A Manage evidence at an improvised hazardous device incident	E	Unchanged
PUAPOLHD008A Conduct render-safe procedures for improvised hazardous devices	PUAPOLHD008A Conduct render-safe procedures for improvised hazardous devices	E	Unchanged
PUAPOLHD009A Respond to a chemical, biological or radiological improvised hazardous device incident	PUAPOLHD009A Respond to a chemical, biological or radiological improvised hazardous device incident	E	Unchanged
Human source			
PUAPOLHS001A Control a human source	PUAPOLHS001A Control a human source	E	Unchanged
PUAPOLHS002A Negotiate in a human	PUAPOLHS002A Negotiate in a human	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
source environment	source environment		
PUAPOLHS003A Communicate in a human source environment	PUAPOLHS003A Communicate in a human source environment	E	Unchanged
PUAPOLHS004A Maintain operational security for human sources	PUAPOLHS004A Maintain operational security for human sources	E	Unchanged
PUAPOLHS005A Use specialised technical equipment in a human source environment	PUAPOLHS005A Use specialised technical equipment in a human source environment	E	Unchanged
Intelligence			
PUAPOLIN001A Assess threat and report risk	PUAPOLIN001A Assess threat and report risk	E	Unchanged
PUAPOLIN002A Produce and manage documents within an intelligence environment	PUAPOLIN002A Produce and manage documents within an intelligence environment	E	Unchanged
PUAPOLIN003A Produce and review standard intelligence products	PUAPOLIN003A Produce and review standard intelligence products	E	Unchanged
PUAPOLIN004A Manage classified intelligence briefing or presentation	PUAPOLIN004A Manage classified intelligence briefing or presentation	E	Unchanged
PUAPOLIN005A Provide intelligence support to an operational response	PUAPOLIN005A Provide intelligence support to an operational response	E	Unchanged
PUAPOLIN006A Design, develop and review customised intelligence products	PUAPOLIN006A Design, develop and review customised intelligence products	E	Unchanged
Investigations			

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUAPOLIV005A Coordinate multi-agency investigations	PUAPOLIV005A Coordinate multi-agency investigations	E	Unchanged
PUAPOLIV006A Lead major crime investigations	PUAPOLIV006A Lead major crime investigations	E	Unchanged
PUAPOLIV007A Lead a major investigation review	PUAPOLIV007A Lead a major investigation review	E	Unchanged
PUAPOLIV008A Lead crime reduction and/or prevention strategies	PUAPOLIV008A Lead crime reduction and/or prevention strategies	E	Unchanged
PUAPOLIV010A Conduct criminal legal research within a policing context	PUAPOLIV010A Conduct criminal legal research within a policing context	E	Unchanged
Management			
PUAPOLMG001A Supervise police operations	PUAPOLMG001A Supervise police operations	E	Unchanged
PUAPOLMG002A Supervise police response	PUAPOLMG002A Supervise police response	E	Unchanged
PUAPOLMG003A Manage risk in a policing environment	PUAPOLMG003A Manage risk in a policing environment	E	Unchanged
PUAPOLMG005A Promote workplace diversity	PUAPOLMG005A Promote workplace diversity	E	Unchanged
PUAPOLMG006A Plan and organise work unit plans	PUAPOLMG006A Plan and organise work unit plans	E	Unchanged
PUAPOLMG008A Manage working relationships	PUAPOLMG008A Manage working relationships	E	Unchanged
Mounted policing			
PUAPOLMP001A	PUAPOLMP001A	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
Apply first aid for police horses	Apply first aid for police horses		
PUAPOLMP002A Care for police horses	PUAPOLMP002A Care for police horses	E	Unchanged
PUAPOLMP003A Assess conformation and movement of police horses	PUAPOLMP003A Assess conformation and movement of police horses	E	Unchanged
PUAPOLMP004A Handle police horses safely	PUAPOLMP004A Handle police horses safely	E	Unchanged
PUAPOLMP005A Maintain health and safety of police horses	PUAPOLMP005A Maintain health and safety of police horses	E	Unchanged
PUAPOLMP006A Prepare and transport police horses	PUAPOLMP006A Prepare and transport police horses	E	Unchanged
PUAPOLMP007A Ride and exercise police horses in training	PUAPOLMP007A Ride and exercise police horses in training	E	Unchanged
PUAPOLMP008A Perform mounted police flat riding skills	PUAPOLMP008A Perform mounted police flat riding skills	E	Unchanged
PUAPOLMP009A Perform mounted police jumping skills	PUAPOLMP009A Perform mounted police jumping skills	E	Unchanged
PUAPOLMP010A Perform mounted police crowd management duties	PUAPOLMP010A Perform mounted police crowd management duties	E	Unchanged
PUAPOLMP011A Perform mounted police ceremonial duties	PUAPOLMP011A Perform mounted police ceremonial duties	E	Unchanged
PUAPOLMP012A Perform mounted drill	PUAPOLMP012A Perform mounted drill	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUAPOLMP013A Perform mounted police operational patrol duties	PUAPOLMP013A Perform mounted police operational patrol duties	E	Unchanged
PUAPOLMP014A Demonstrate horse riding skills for police duties in tracked or wilderness areas	PUAPOLMP014A Demonstrate horse riding skills for police duties in tracked or wilderness areas	E	Unchanged
PUAPOLMP015A Perform mounted police cross country skills	PUAPOLMP015A Perform mounted police cross country skills	E	Unchanged
PUAPOLMP016A Perform mounted police vaulting skills	PUAPOLMP016A Perform mounted police vaulting skills	E	Unchanged
Negotiations			
PUAPOLNG001A Use and maintain specialised equipment to support police response	PUAPOLNG001A Use and maintain specialised equipment to support police response	E	Unchanged
PUAPOLNG002A Perform negotiations	PUAPOLNG002A Perform negotiations	E	Unchanged
PUAPOLNG003A Manage teamwork at significant events	PUAPOLNG003A Manage teamwork at significant events	E	Unchanged
PUAPOLNG004A Use communication, counselling and de-escalation techniques	PUAPOLNG004A Use communication, counselling and de-escalation techniques	E	Unchanged
Personal protection			
PUAPOLPP001A Perform close personal protection duties	PUAPOLPP001A Perform close personal protection duties	E	Unchanged
PUAPOLPP002A Plan a close personal protection operation	PUAPOLPP002A Plan a close personal protection operation	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
PUAPOLPP003A Manage a close personal protection operation	PUAPOLPP003A Manage a close personal protection operation	E	Unchanged
PUAPOLPP004A Drive close personal protection vehicles	PUAPOLPP004A Drive close personal protection vehicles	E	Unchanged
Police prosecution			
PUAPOLPR001A Utilise the Rules of Evidence	PUAPOLPR001A Utilise the Rules of Evidence	E	Unchanged
PUAPOLPR002A Conduct legal research	PUAPOLPR002A Conduct legal research	E	Unchanged
PUAPOLPR003A Conduct a pre hearing mention	PUAPOLPR003A Conduct a pre hearing mention	E	Unchanged
PUAPOLPR004A Conduct mention duties	PUAPOLPR004A Conduct mention duties	E	Unchanged
PUAPOLPR005A Manage effective customer service in a police prosecutor's environment	PUAPOLPR005A Manage effective customer service in a police prosecutor's environment	E	Unchanged
PUAPOLPR006A Conduct a hearing	PUAPOLPR006A Conduct a hearing	E	Unchanged
Surveillance			
PUAPOLSU001A Plan a surveillance operation	PUAPOLSU001A Plan a surveillance operation	E	Unchanged
PUAPOLSU002A Communicate in a surveillance environment	PUAPOLSU002A Communicate in a surveillance environment	E	Unchanged
PUAPOLSU003A Perform foot surveillance	PUAPOLSU003A Perform foot surveillance	E	Unchanged
PUAPOLSU004A	PUAPOLSU004A	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
Perform mobile surveillance	Perform mobile surveillance		
PUAPOLSU005A Take covert surveillance images	PUAPOLSU005A Take covert surveillance images	E	Unchanged
PUAPOLSU006A Perform static surveillance	PUAPOLSU006A Perform static surveillance	E	Unchanged
PUAPOLSU007A Maintain operational security in a covert environment	PUAPOLSU007A Maintain operational security in a covert environment	E	Unchanged
PUAPOLSU008A Perform covert surveillance utilising camouflage and concealment	PUAPOLSU008A Perform covert surveillance utilising camouflage and concealment	E	Unchanged
PUAPOLSU009A Utilise electronic tracking systems	PUAPOLSU009A Utilise electronic tracking systems	E	Unchanged
Air surveillance			
PUAPOLTF001A Perform crew cockpit duties	PUAPOLTF001A Perform crew cockpit duties	E	Unchanged
PUAPOLTF002B Conduct search and rescue operations using aircraft	PUAPOLTF002B Conduct search and rescue operations using aircraft	E	Unchanged
PUAPOLTF003B Conduct winching and rappelling operations	PUAPOLTF003B Conduct winching and rappelling operations	E	Unchanged
PUAPOLTF004A Collect, prepare and present surveillance intelligence and evidence	PUAPOLTF004A Collect, prepare and present surveillance intelligence and evidence	E	Unchanged
PUAPOLTF005A Take covert surveillance images	PUAPOLTF005A Take covert surveillance images	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
Undercover			
PUAPOLUC001A Develop and maintain cover stories	PUAPOLUC001A Develop and maintain cover stories	E	Unchanged
PUAPOLUC002A Perform undercover negotiations	PUAPOLUC002A Perform undercover negotiations	E	Unchanged
PUAPOLUC003A Use undercover policing technical and specialised equipment	PUAPOLUC003A Use undercover policing technical and specialised equipment	E	Unchanged
PUAPOLUC004A Manage human sources	PUAPOLUC004A Manage human sources	E	Unchanged
PUAPOLUC005A Deal in a commodity	PUAPOLUC005A Deal in a commodity	E	Unchanged
PUAPOLUC006A Communicate in an undercover operation environment	PUAPOLUC006A Communicate in an undercover operation environment	E	Unchanged
PUAPOLUC007A Prepare reports relating to undercover operations	PUAPOLUC007A Prepare reports relating to undercover operations	E	Unchanged
PUAPOLUC008A Supervise undercover operatives	PUAPOLUC008A Supervise undercover operatives	E	Unchanged
PUAPOLUC009A Plan an undercover operation	PUAPOLUC009A Plan an undercover operation	E	Unchanged
Witness Protection			
PUAPOLWP001A Plan a protection operation	PUAPOLWP001A Plan a protection operation	E	Unchanged
PUAPOLWP002A Manage a protection operation	PUAPOLWP002A Manage a protection operation	E	Unchanged
PUAPOLWP003A Perform witness	PUAPOLWP003A Perform witness	E	Unchanged

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PUA12 version 1.0 unit code and title	PUA00 version 8.1 unit code and title	Equivalence	Nature of Relationship
protection duties	protection duties		
SES SECTOR			
PUASES008A Undertake storm and water damage operations	PUASES008A Undertake storm and water damage operations	E	Unchanged
PUASES009A Undertake inland floodboat operations	PUASES009A Undertake inland floodboat operations	E	Unchanged
PUASES010A Plan, activate and maintain a communications network	PUASES010A Plan, activate and maintain a communications network	E	Unchanged
PUASES011A Manage emergency operations	PUASES011A Manage emergency operations	E	Unchanged
PUASES012A Work as a team member in an emergency operations centre	PUASES012A Work as a team member in an emergency operations centre	E	Unchanged
PUASES013A Undertake storm and water damage operations performed at heights	PUASES013A Undertake storm and water damage operations performed at heights	E	Unchanged
PUASES014A Apply flood and fast moving water safety techniques	PUASES014A Apply flood and fast moving water safety techniques	E	Unchanged
PUASES015A Operate over-snow vehicle	PUASES015A Operate over-snow vehicle	E	Unchanged
PUASES016A Apply snowcraft skills when performing search operations	PUASES016A Apply snowcraft skills when performing search operations	E	Unchanged

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Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

Training Package Components

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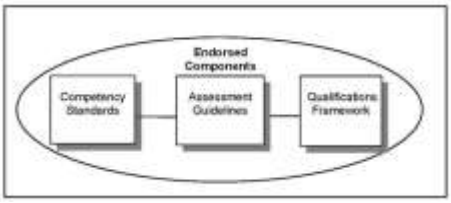
Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

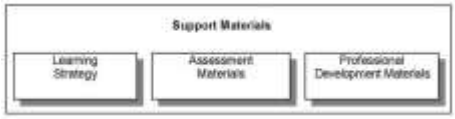
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the ‘packaging rules’. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

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Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title**.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example XYZ08. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example XYZ10108. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in PUACOM002B
- the first three characters signify the Training Package – PUA12 Public Safety Training Package – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An ‘A’ at the end of the code indicates that this is the original unit of competency. ‘B’, or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

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Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words ‘in’ for Certificates I to IV, and ‘of’ for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:PUA21012 Certificate II in Public Safety (Aquatic Rescue)

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:PUACOM012B Liaise with media at a local level

Introduction to the PUA12 Public Safety Training Package

Public Safety Industry

The Public Safety Industry comprises Police, State and Territory Emergency Services, Aquatic Search and Rescue, and Emergency Management sectors. The Public Safety Training Package provides units of competency and qualifications, which cover approximately 506,000 workers, paid and volunteer, managed by State/Territory and Commonwealth departments.

The organisations that comprise these sectors undertake functions that are determined by State/Territory and Commonwealth legislation and policy frameworks. The functions of the various services are not always consistent nationally.

The roles and functions of Public Safety workers, in relation to emergency response capacities, fall into four main categories:

- Prevention/mitigation
- Preparation
- Response
- Recovery.

Additionally, the role and functions of Police are to:

- maintain public order and safety
- enforce the law
- prevent crime, public disorder and emergency incidents
- assist the community.

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To varying extents, all Public Safety workers undertake duties in relation to these categories. The mix and level of such functions will depend on the type of agency and the nature of the positions within agencies.

Public Safety Emergency Response Agencies direct a considerable proportion of training effort to ‘preparation’ for events/incidents that most people hope will never occur. When these event/incidents do occur, the response is both time critical and potentially life threatening to both Public Safety workers and members of the public.

PUA12 Public Safety Training Package

The Public Safety Training Package specifies nationally endorsed units of competency, qualifications frameworks and assessment guidelines required to perform effectively in the workplace for the following sectors:

- Australian Police Forces
- State/Territory Emergency Services
- Aquatic Search and Rescue
- Emergency Management

The public safety competencies are divided into three functional areas. The Industry Wide component reflects units of competency common to all sectors and covers common operations such as communication, emergency procedures, judicial compliance, management, occupational health and safety, teamwork, emergency management, and search and rescue activities. The Industry Wide units of competency form a strong link across the sectors.

The remaining two functional areas specifically focus on the activities of Police and State and Territory Emergency Service. These units are distinctive in operation and provide for varying contexts.

Relevant units of competency have been imported from existing endorsed Training Packages into PUA12 Public Safety Training Package qualifications.

Consultative Process

Each sector works with GSA to ensure a rigorous consultative process that includes all key stakeholders and interested parties.

The Police Sector also involved representatives from New Zealand in the consultation process.

The Government Skills Australia (GSA) Public Safety Industry Advisory Committee (IAC) has been the major conduit for the development of Version 1 of the PUA12 Public Safety Training Package.

GSA Public Safety IAC Representatives

The actual representatives of Public Safety IAC have changed over the life of the PUA00 Training Package. At the time of submission of the PUA12 Training Package, the membership was:

- Mr Brendan Angwin, United Firefighters Union of Australia
- Mr Mark Burgess, Police Federation of Australia
- Mr Peter George, Surf Life Saving Australia (observer status)

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- Dr Brian Jardine, Community and Public Sector Union
- Ms Margot Kropinski-Myers, Department of Defence
- Ms Sandra Lunardi, Australasian Fire and Emergency Service Authorities Council
- Mr Dave Owen, Australian Council of State Emergency Service
- Mr Larry Proud, Australia New Zealand Policing Advisory Agency
- Mr Ken Railton, Defence Force Welfare Association

Removal of Fire Sector Material

On the 1st of June 2012 it was decided to remove the Fire Sector Material from the PUA12 submission to NSSC, to allow the passage of the new Training Package. This was in response to concerns raised by stakeholders in relation to the Fire Sector material.

The non-Fire Sectors represented on the GSA Public Safety Industry Advisory Committee required the submission of non-Fire Sector material to continue to meet industry demand, and for the PUA12 Training Package to be considered by NSSC on 14th of June. The Fire Sector representatives agreed to the removal and committed to resolving concerns quickly and reincorporating Fire Sector Material as Version 2 of PUA12. This approach was made based on the fact that the existing Fire Sector material from PUA00 would be available for use for 12 months from 14th June endorsement of PUA12.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.
http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...

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- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

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.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

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Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

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

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

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 judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

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Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

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- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

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- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

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Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualifications and Packaging Rules

[Note: Insert relevant information in relation to the above heading here]

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Government Skills Australia www.governmentskills.com.au http://www.governmentskills.com.au

Pathway chart

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Australian Apprenticeships (including Traineeships and School-based Apprenticeships)

Australian Apprenticeships are declared in each State or Territory according to the particular processes of the jurisdiction and requirements identified by industry in the State or Territory.

Declarations for particular qualifications as either Traineeships or Apprenticeships are made accordingly and therefore the same qualification may be classified differently between jurisdictions.

At the time of publishing, there are significant variations across jurisdictions. Some jurisdictions such as South Australia, Tasmania, and New South Wales have no listed Public Safety Australian Apprenticeships. Other jurisdictions have a varying range depending on local need. To ensure current and correct information, please contact an Australian Apprenticeships Centre.

VET in Schools

Vocational Education and Training in Schools are programs undertaken by school students as part of the senior secondary certificate that provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework. The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation or a school in partnership with a Registered Training Organisation.

A key success of VET in Schools is the integration of vocational options within the traditionally academic studies at the senior secondary school level. VET in Schools programs allow Year 11 and 12 students to:

- develop industry specific skills;
- gain nationally recognised Vocational Education and Training qualifications and units of competency while still completing their senior secondary school qualification;
- develop employability skills and an understanding of the world of work, and;
- gain an understanding of the world of work which is valuable experience to assist with planning and pursuing their career pathways

Some units from the Certificate II in Public Safety (SES) may be appropriate for a VET in schools program, depending on local need and resources.

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

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Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'these competencies meet *[insert skill set title or identified industry area]* need' on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

Skill Sets in this Training Package

This section provides information on Skill Sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Where this section is blank, nationally recognised Skill Sets have yet to be identified in this industry.

Industry wide – Aquatic

Beach Operations Management

Target Group	Those who will be leading a surf rescue team or patrol and respond to a range of incidents including search and rescue operations.	
Unit/s	PUAOPE012A	Control a Level 1 incident
	PUAOPE015A	Conduct briefings and debriefings
	PUASAR011C	Search as a member of an aquatic rescue team
Pathway	These units contribute to the PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management) and a number of other PUA12 Public Safety Training Package qualifications.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a leader of an operational surf rescue and response team.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Beach Safety and Risk Management

Target Group	People responsible for maintaining their own safety and the safety of team members during operational activities in addition to identifying, managing (if safe to do so) and reporting risks and hazards in line with organisational policies.

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Unit/s	PUAEMR026	Treat operational risk
	PUAEMR027	Assess operational risk
	PUAOHS002B	Maintain safety at an incident scene
Pathway	These units contribute to the PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management) and a number of other PUA12 Public Safety Training Package qualifications.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to ensure the safety of surf patrol teams and to apply risk management approaches at an operational level.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Beach Team Management

Target Group	Leader of a surf rescue team or patrol.	
Unit/s	PUACOM003B	Manage information
	PUAMAN002B	Administer work group resources
	PUATEA003B	Lead, manage, develop teams
Pathway	These units contribute to the PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management) and a number of other PUA12 Public Safety Training Package qualifications.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a leader of a surf rescue team.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Community Engagement

Target Group	Those who will be engaging the local community in beach and aquatic safety programs.	
Unit/s	PUACOM005B	Foster a positive organisational image in the community
	PUACOM007B	Liaise with other organisations
	PUACOM012B	Liaise with media at a local level

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Pathway	These units contribute to the PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management) and a number of other PUA12 Public Safety Training Package qualifications.
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to engage local communities in aquatic (including beach) safety and educational programs.
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Industry wide – Oil Spill Response

Oil Spill Responder

Target Group	Members of an oil spill response team.	
Units	PUAOIL201	Use basic equipment operations for oil spill response
	PUAOIL301	Apply health, safety and risk controls when working on oiled shorelines
	PUAOIL302	Use advanced equipment operations for oil spill response
Pathway	These units can be used in a range of Public Safety Certificate III qualifications.	
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as an oil spill response member within an authorised oil spill response.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Oil Spill Response Team Leader

Target Group	Leaders of oil spill response teams.	
Units	PUAOIL401	Apply decision making strategies in an oil spill response
	PUAOIL402	Apply oiled shoreline assessment strategies in an oil spill response
	PUAOIL403	Lead a team in oiled shoreline clean up

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Pathway	These units can be used in a range of Public Safety Certificate IV Leadership qualifications.
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as an oil spill response team leader within an authorised oil spill response.
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

SES Sector

Air Search Observer

Target Group	Members of an air search team.	
Units	PUAAMS001B	Work in an aviation environment
	PUAAMS002B	Search as a member of an air search team
Pathway	These units contribute to the PUA30412 Certificate III in Public Safety (SES Rescue).	
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as an air search team member within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Alpine Search and Survival Operations

Target Group	Those who will be a member of an alpine land search team during winter operations.	
Unit/s	HLTFA301C	Apply first aid
	PUALAW001B	Protect and preserve incident scene
	PUAOPE013A	Operate communications systems and equipment
	PUASAR027A	Undertake land search rescue
	PUASES016A	Apply snowcraft skills when performing search operations
	PUATEA001B	Work in a team
	SISONAV403A	Navigate in uncontrolled environments

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	SISOOPS202A	Use and maintain a temporary or overnight site
Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate III and above.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package, the HLT07 Health Training Package and the SIS10 Sport, Fitness and Recreation Training Package meet the industry requirements to commence working as an alpine land search team member within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Basic Rescue

Target Group	Members of a rescue team.	
Units	PUACOM001C	Communicate in the workplace
	PUAEME001B	Provide emergency care
	PUAEQU001B	Prepare, maintain and test response equipment
	PUALAW001B	Protect and preserve incident scene
	PUASAR022A	Participate in a rescue operation
Pathway	These units contribute to the PUA21312 Certificate II in Public Safety (SES) and the PUA30512 Certificate III in Public Safety (SES Operations).	
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a rescue team member within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Basic Tree Operations

Target Group	Members of an operations/response team who have responsibility for creating a safe environment in which to work where felled trees are involved.	
Units	FPICOT2239A	Trim and cut felled trees
	PUAOHS002B	Maintain safety at an incident scene
	PUAEQU001B	Prepare, maintain and test response

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		equipment
Pathway	These units contribute to the PUA30412 Certificate III in Public Safety (SES Rescue).	
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety and FPI05 Forest and Forest Products Industry Training Package meet the industry requirements to commence working as a member of a tree operations team within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Flood Response Operations

Target Group	Those who will be a member of a flood response team.	
Unit/s	PUASES008A	Undertake storm and water damage operations
	PUASES014A	Apply flood and fast moving water safety techniques
Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate II and above.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a flood response team member within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Floodboat Response Operations

Target Group	Those who will be a flood boat operator during flood response operations.	
Unit/s	PUAEQU001B	Prepare, maintain and test response equipment
	PUAOHS002B	Maintain safety at an incident scene
	PUASES009A	Undertake inland floodboat operations (Licensing requirements may apply to this unit.)
	PUATEA001B	Work in a team

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Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate III and above.
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a flood boat operator within SES flood response operations.
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Incident Response Team Leader

Target Group	Those who are a team leader of an incident response team.	
Unit/s	PUAOPE012A	Control a Level 1 incident
	PUAOPE015A	Conduct briefings and debriefings
Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate III and above.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a team leader within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Intermediate Tree Operations

Target Group	Those who will be a member of a tree operations team.	
Unit/s	FPICOT2239A	Trim and cut felled trees
	FPIFGM3204A	Fall trees manually (intermediate)
	PUAEQU001B	Prepare, maintain and test response equipment
	PUAOHS002B	Maintain safety at an incident scene
Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate III and above.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package and the FPI05 Forest and Forest Products Industry Training Package meet the industry requirements to commence working as a	

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	member of a tree operations team within the SES.
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Land Search Team

Target Group	Those who will be a member of a land search team.	
Unit/s	PUALAW001B	Protect and preserve incident scene
	PUAOHS002B	Maintain safety at an incident scene
	PUASAR027A	Undertake land search rescue
Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate II and above.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a land search team member within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Operational Leadership

Target Group	Those who wish to take on strategic operational leadership roles within the SES.	
Unit/s	PUAEMR018A	Work in an emergency management context
	PUAOPE016A	Manage a multi-team sector
	PUASES011A	Manage emergency operations
Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate IV and above.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to work as a senior operational leader within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

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Operations Centre

Target Group	Members of an operations centre team.	
Units	ICAICT103A	Use, communicate and search securely on the internet
	ICAU2006B	Operate computing packages
	PUAOPE013A	Operate communications systems and equipment
	PUASES012A	Work as a team member in an emergency operations centre
	TLIH2001A	Interpret road maps and navigate pre-determined routes
Pathway	These units contribute to the PUA30512 Certificate III in Public Safety (SES Operations).	
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package, the ICA11 Information and Communications Technology Training Package and the TLI10 Transport and Logistics Training Package meet the industry requirements to commence working as a member within a SES operations centre.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Road Accident Rescue

Target Group	Members of a road accident rescue team.	
Units	PUAEME001B	Provide emergency care
	PUAEME002C	Manage injuries at emergency incident
	PUALAW001B	Protect and preserve incident scene
	PUAOHS002B	Maintain safety at an incident scene
	PUASAR022A	Participate in a rescue operation
	PUASAR024A	Undertake road crash rescue
Pathway	These units contribute to the PUA30412 Certificate III in Public Safety (SES Rescue).	
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a road accident team member within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and	

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	regulatory requirements.

SES Induction

Target Group	People who join a local SES unit and obtain the basic skills required to be a team member in either operations or rescue. This Skill Set includes induction to the role of the SES and the nature of the work involved.	
Units	PUACOM001C	Communicate in the workplace
	PUACOM002B	Provide services to clients
	PUAOHS001C	Follow defined occupational health and safety policies and procedures
	PUATEA001B	Work in a team
	PUATEA004D	Work effectively in a public safety organisation
Pathway	These units contribute to the PUA21312 Certificate II in Public Safety (SES).	
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a member of the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

SES First Aid and Safety

Target Group	People who join an SES unit and obtain the basic first aid and safety skills required to be a team member in either operations or rescue.	
Units	HLTFA201B	Provide basic emergency life support
	PUAOHS002B	Maintain safety at an incident scene
Pathway	These units contribute to the PUA21312 Certificate II in Public Safety (SES).	
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package and the HLT07 Health Training Package meet the industry requirements to commence working as a member of the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and	

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	regulatory requirements.

Storm and Water Damage Response at Height

Target Group	Those who will be a member of a storm response team working at heights.	
Unit/s	PUAEQU001B	Prepare, maintain and test response equipment
	PUAOHS002B	Maintain safety at an incident scene
	PUASES008A	Undertake storm and water damage operations
	PUASES013A	Undertake storm and water damage operations performed at heights
Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate II and above.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to ensure the safety of surf patrol teams and to apply risk management approaches at an operational level.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Storm and Water Damage Response

Target Group	Those who will be a member of a storm response team.	
Unit/s	PUAEQU001B	Prepare, maintain and test response equipment
	PUAOHS002B	Maintain safety at an incident scene
	PUASES008A	Undertake storm and water damage operations
Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate II and above.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a storm and water damage response team member within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and	

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	regulatory requirements.

Structural Collapse

Target Group	Those who will be a member of a tree operations team.	
Unit/s	PUAEME001B	Provide emergency care
	OR	
	HLTFA201B	Provide basic emergency life support
	PUAEQU001B	Prepare, maintain and test response equipment
	PUALAW001B	Protect and preserve incident scene
	PUAOHS002B	Maintain safety at an incident scene
	PUASAR022A	Participate in a rescue operation
	PUASAR023A	Participate in an urban search and rescue Category 1
	PUASAR028A	Undertake rescue from a partial structural collapse
Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate III and above.	
Suggested words for Statement of Attainment	These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as member of a structural collapse team within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Vertical Rescue

Target Group	Members of a vertical rescue team	
Units	PUAEME001B	Provide emergency care
	OR	
	HLTFA201B	Provide basic emergency life support
	PUAEQU001B	Prepare, maintain and test response equipment

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	PUAOHS002B	Maintain safety at an incident scene
	PUASAR022A	Participate in a rescue operation
	PUASAR032A	Undertake vertical rescue
Pathway	These units contribute to the PUA30412 Certificate III in Public Safety (SES Rescue).	
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a vertical rescue team within the SES.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

Police Sector

Police Electronic Surveillance

Target Group	Workers undertaking Police Electronic surveillance in line with agency protocols.	
Units	PUACOM001C	Communicate in the workplace
	PUAESU001B	Plan an electronic surveillance operation
	PUAESU002B	Execute an electronic surveillance operation
	PUAESU003B	Set up monitoring equipment
	PUAESU004B	Maintain installations
	PUAESU005B	Prepare and present evidence
	PUAOPE015A	Conduct briefings and debriefings
	PUAPOLGD001A	Maintain police operational safety
	PUAPOLGD011A	Manage personal and ethical performance
	PUAPOLSU002A	Communicate in a surveillance environment
	PUATEA001B	Work in a team
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to undertake police electronic surveillance.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and	

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	regulatory requirements.

Police Computer Crime Investigations

Target Group	Workers undertaking police computer crime investigation in line with agency protocols.	
Units	PUACCI001B	Plan a computer related crime operation
	PUACCI002B	Conduct a preliminary searches for electronic data
	PUACCI003B	Copy electronic data
	PUACCI004B	Search electronic data
	PUACCI005B	Investigate network offences
	PUACCI006B	Build and maintain target computer networks
	PUACCI007B	Present evidence of computer crime
	PUACCI008B	Build and maintain computer crime networks
	PUACOM001C	Communicate in the workplace
	PUAOPE015A	Conduct briefings and debriefings
	PUAPOLGD001A	Maintain police operational safety
	PUAPOLGD011A	Manage personal and ethical performance
	PUAPOLGD013A	Develop productive working relationships
	PUATEA001B	Work in a team
Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to undertake police computer crime investigation.	
Disclaimer	Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.	

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Public Safety Qualifications

In structuring qualifications in the Public Safety Training Package, the approach has been to identify core competency standards essential to achieving the qualification and elective units to provide choice and flexibility, and to meet the range of specific roles a worker may undertake. The qualification framework provides a balance between achieving the requirements of the industry to demonstrate competency in the area of work covered by the qualification and the need to provide maximum flexibility.

Units of competency have been packaged and aligned to a specific qualification within the Australian Qualification Framework (AQF) to establish the qualification level and title.

An Overview of the Public Safety Qualifications Framework

Qualifications in Public Safety have been devised to provide maximum recognition, flexibility and portability for all Public Safety industry workers, whether employed full-time or part-time, or volunteers.

The qualifications framework identifies and incorporates national sector specific qualifications and Industry Wide qualifications.

Industry Wide Qualifications

The industry wide qualifications range from Certificate II to Advanced Diploma and cover:

- aquatic search and rescue
- bio-security
- community safety
- emergency communications centre operations
- emergency management
- leadership
- search and rescue

Flexibility has been maximised in the qualifications by using a core plus elective model. The community safety qualifications have two groups of electives: Group A has a public safety focus while Group B covers generic PSTP units and imported units.

The flexibility of the community safety qualifications allows for specialisation in the areas of community education, community liaison, buildings and facilities inspection, compliance audits, and workplace emergency response.

Police Sector Qualifications

Certificate level qualifications have been developed to cover those units of competency required by Police Officers who perform a support function in assisting other police working in Aboriginal or Torres Strait Islander or ethnic communities. The Diploma covers wider operational policing functions, while a number of Advanced Diplomas and Graduate Vocational Certificates cover supervisory, management and specialist functions.

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State and Territory Emergency Service Sector Qualifications

Certificate II qualification cover those functions performed by SES workers who undertake both rescue and operations centre roles. The Certificates III and IV qualifications are designed for SES workers who undertake leadership roles during specialist rescue operations or within an operations centre. Operational management functions are covered in the Diploma qualification.

Customisation of Qualifications

Where the packaging rules of a particular qualification do not specify other customisation options, the following rules apply.

Qualifications may include a maximum of:

- one unit from a qualification within the Public Safety TP at one AQF level lower
- four units from qualifications within the Public Safety TP at one AQF level higher
- two units from qualifications within other endorsed Training Packages at the same AQF level

Individual organisations may declare certain elective units as compulsory for workers within their organisation

Customisation of qualifications should be advised to the GSA Public Safety Industry Advisory Committee to verify that any customisation maintains the integrity of the original qualification and to maintain accurate information of qualifications available to the industry.

Qualification Pathways Information

Specific pathway advice for public safety qualifications is not always included due to the unique nature of employment in public safety occupations. Pathway information is normally contained in recruitment documentation and subsequent pathways, post-employment, are determined in consultation with the employer.

In the public safety industry, qualifications pathways depend on a range of issues specific to each sector such as agency structure, promotional structure and rank structure. Where qualifications are used outside of public safety agencies, then qualifications pathways will depend on the organisation and the structure of the organisation.

In instances where qualifications pathways can be articulated, these are provided in the actual qualification.

Qualification pathways

The following pathways chart is provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Government Skills Australia.

Table 1.2: Qualifications by Sector

AQF LEVEL	INDUSTRY WIDE	POLICE	SES
Certificate II	PUA21012 Certificate II in Public Safety (Aquatic	PUA20112 Certificate II in Public Safety (Aboriginal	PUA21312 Certificate II in Public Safety (SES)

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AQF LEVEL	INDUSTRY WIDE	POLICE	SES
	Rescue)	or Torres Strait Islander Community Policing) PUA20312 Certificate II in Public Safety (Police Liaison)	
Certificate III	PUA31312 Certificate III in Public Safety (Aquatic Search and Rescue) PUA31412 Certificate III in Public Safety (Community Safety) PUA33012 Certificate III in Public Safety (Emergency Communications Centre Operations) PUA33112 Certificate III in Public Safety (Biosecurity Response Operations)	PUA30112 Certificate III in Public Safety (Aboriginal or Torres Strait Islander Community Policing) PUA30312 Certificate III in Public Safety (Police Liaison)	PUA30412 Certificate III in Public Safety (SES Rescue) PUA30512 Certificate III in Public Safety (SES Operations)
Certificate IV	PUA41012 Certificate IV in Public Safety (Leadership) PUA41112 Certificate IV in Public Safety (Community Safety) PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management) PUA42712 Certificate IV in Public Safety (Emergency Communications Centre Operations) PUA42912 Certificate IV in Public Safety (Biosecurity Response Leadership)	PUA40112 Certificate IV in Public Safety (Aboriginal or Torres Strait Islander Community Policing) PUA42512 Certificate IV in Public Safety (Disaster Victim Identification Operations) PUA42812 Certificate IV in Public Safety (Policing Support Services – General or Protective Services)	PUA40212 Certificate IV in Public Safety (SES Leadership) PUA41012 Certificate IV in Public Safety (Leadership)
Diploma	PUA50912 Diploma of Public Safety (Search and Rescue – Coordination) PUA51012 Diploma of Public Safety (Community	PUA50112 Diploma of Public Safety (Police Search and Rescue-Coordination) PUA50212 Diploma of	PUA50412 Diploma of Public Safety (SES Operations Management) PUA52312 Diploma of Public Safety (Emergency

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AQF LEVEL	INDUSTRY WIDE	POLICE	SES
	Safety) PUA52312 Diploma of Public Safety (Emergency Management) PUA52412 Diploma of Public Safety (Biosecurity Response Management)	Public Safety (Policing) PUA50312 Diploma of Public Safety (Forensic Investigation) PUA51812 Diploma of Public Safety (Human Source Management) PUA51912 Diploma of Public Safety (Mounted Policing) PUA52012 Diploma of Public Safety (Police Dog Handling – General Purpose or Specific Odour) PUA52112 Diploma of Public Safety (Police Intelligence Practice)	Management)
Advanced Diploma	PUA60112 Advanced Diploma of Public Safety (Emergency Management) PUA60612 Advanced Diploma of Public Safety (Search and Rescue – Management) PUA60712 Advanced Diploma of Public Safety (Community Safety)	PUA60212 Advanced Diploma of Public Safety (Police Search and Rescue Management) PUA60312 Advanced Diploma of Public Safety (Police Investigation) PUA60412 Advanced Diploma of Public Safety (Police Intelligence Operations) PUA61012 Advanced Diploma of Public Safety (Disaster Victim Identification Coordination) PUA61112 Advanced Diploma of Public Safety (Improvised Hazardous Device Operations – Technician/Response) PUA61212 Advanced Diploma of Public Safety (Police Close Personal Protection) PUA61312 Advanced Diploma of Public Safety	PUA60112 Advanced Diploma of Public Safety (Emergency Management)

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AQF LEVEL	INDUSTRY WIDE	POLICE	SES
		(Police Negotiations) PUA61412 Advanced Diploma of Public Safety (Surveillance) PUA61512 Advanced Diploma of Public Safety (Tactical Flight Operations – Helicopter or Surveillance) PUA61612 Advanced Diploma of Public Safety (Undercover Operations – Operative or Controller) PUA61712 Advanced Diploma of Public Safety (Forensic Investigation) PUA61812 Advanced Diploma of Public Safety (Police Supervision) PUA61912 Advanced Diploma of Public Safety (Police Witness Protection)	
Vocational Graduate Certificate		PUA80112 Vocational Graduate Certificate in Public Safety (Forensic Firearms Examination) PUA80212 Vocational Graduate Certificate in Public Safety (Police Prosecution) PUA80312 Vocational Graduate Certificate in Public Safety (Police Investigation) PUA80412 Vocational Graduate Certificate in Public Safety (Crime Scene Investigation) PUA80512 Vocational Graduate Certificate in Public Safety (Fingerprint Investigation PUA80612 Vocational	

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AQF LEVEL	INDUSTRY WIDE	POLICE	SES
		Graduate Certificate in Public Safety (Police Management)	

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment
-
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Industry Requirements

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Industry specific requirements will be either covered in the unit of competency or managed by assessors and trainers as they arise.

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

(a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance

(b) assessment of knowledge and skills must be integrated with their practical application

(c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

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To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough *appropriate* evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

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Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 *Essential Standards for Registration.*

The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from <www.training.com.au>.

The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

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National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*..

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration.*

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the *AQF Implementation Handbook*—available on the AQF Council website <www.aqf.edu.au >

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

The developers of this Training Package consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package.

Contact the relevant State or Territory Department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact Government Skills Australia.

Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

LICENCE/REGISTRATION	JURISDICTION	REQUIREMENTS

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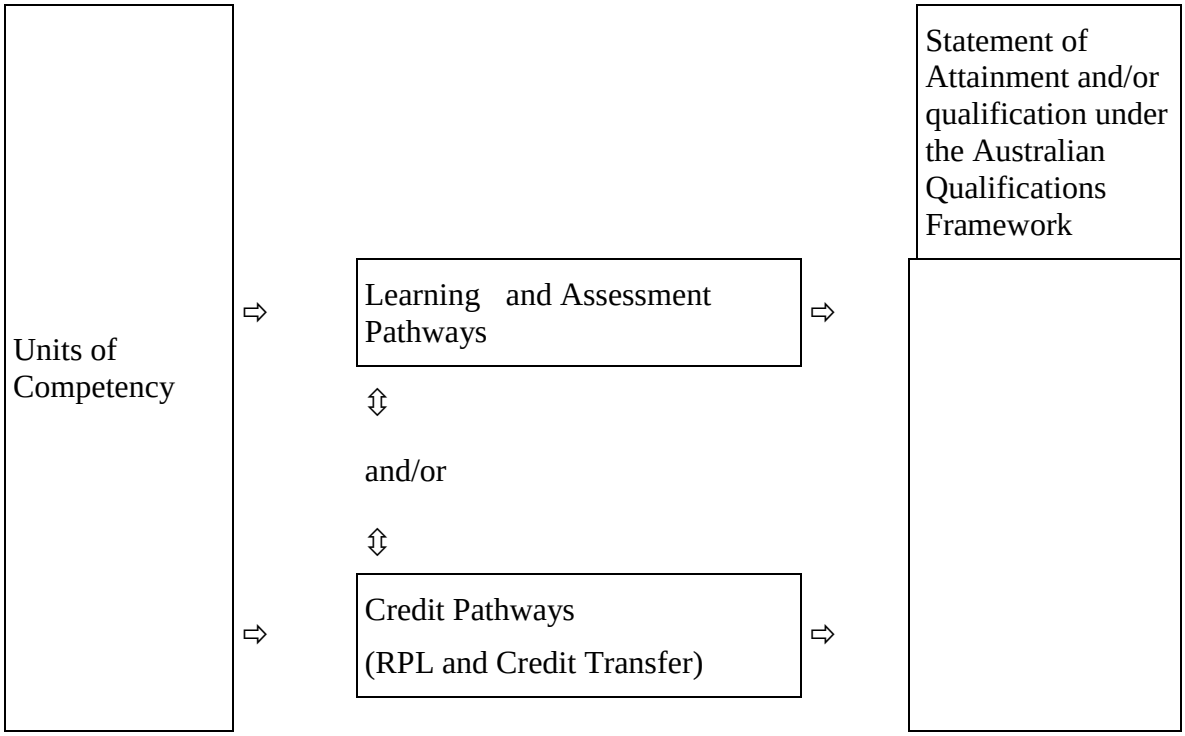
These requirements may be met through

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package , the AQTF and, where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

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Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;

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- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.
-

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Credit Transfer

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Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined *learning outcomes and assessment requirements* of the individual *components of one qualification* are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

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1.4 Training and assessment are conducted by trainers and assessors who:

a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and

b) have the relevant vocational competencies at least to the level being delivered or assessed, and

c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and

d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

* See AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <*www.ntis.gov.au*>.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- meet the assessment requirements expressed in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

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The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing Registration* are as follows:

1.5 Assessment, including Recognition of Prior Learning (RPL):

a) meets the requirements of the relevant Training Package or accredited course
b) is conducted in accordance with the principles of assessment and the rules of evidence
c) meets workplace and, where relevant, regulatory requirements
d) is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.

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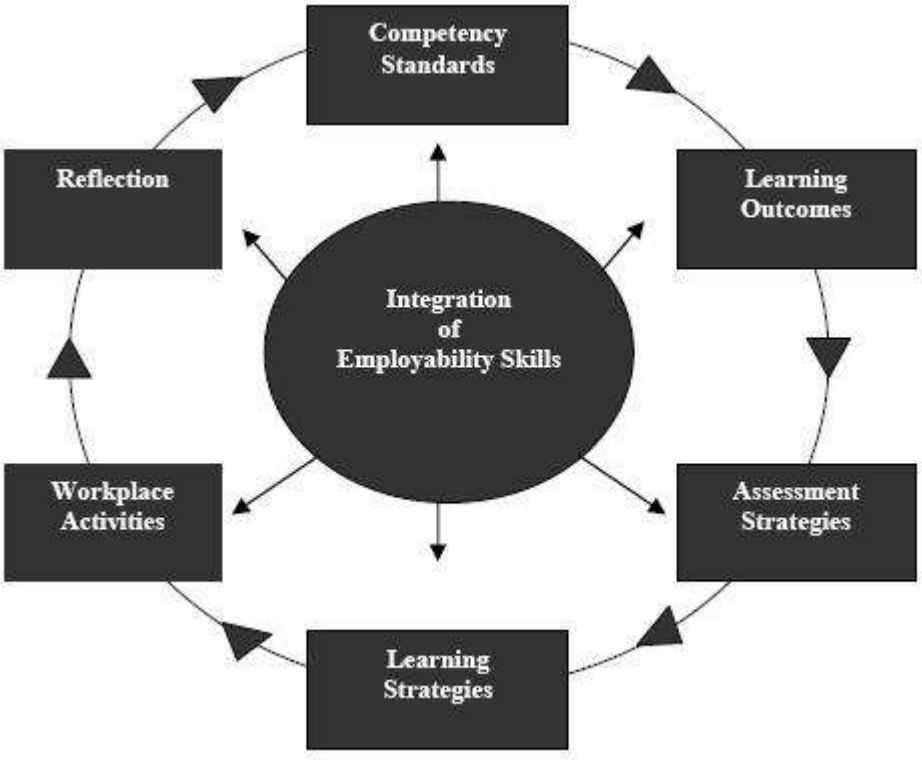

Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <http://www.training.com.au/>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <http://employabilityskills.training.com.au>

For more information on Employability Skills in

Government Skills Australia's Training Packages go to the website at www.governmentskills.com.au http://www.governmentskills.com.au.

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Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au "

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable Adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. *Go to http://www.deewr.gov.au/tpdh/Pages/home.aspx* .

Further Sources *of Information*

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

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Industry Skills Council: Government Skills Australia

Level 11, 147 Pirie St, Adelaide SA 5000

PO Box 347 Rundle Mall, Adelaide SA 5000

Ph: +61 8 8100 7400

Fax: +61 8 8232 7444

Email: info@governmentskills.com.au

Web: www.governmentskills.com.au http://www.governmentskills.com.au

Technical and Vocational Education and Training (TVET) Australia Limited
Level 21, 390 St Kilda Road, Melbourne
VIC 3150
PO Box 12211, A'Beckett Street Post Office, Melbourne, Victoria, 8006
Ph: +61 3 9832 8100
Fax: +61 3 9832 8198
Email: sales@tvetaustralia.com.au
Web: www.tvetaustralia.com.au

For information on the TAE10 Training and Education Training Package contact:

Innovation & Business Skills Australia

Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 <www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and *AQTF 2010 Users' Guide to the Essential Standards for Registration – http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx*

For general information and resources go to http://www.training.com.au/

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - <www.ntis.gov.au>

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The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.
http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx

A**ssessment Resources**

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from:

- TVET Australia – provides an integrated service to enable users of the national training system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC.

  http://www.productservices.tvetaustralia.com.au/

- Government Skills Australia www.governmentskills.com.au
  http://www.governmentskills.com.au
-

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

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Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills

This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite Units (optional)

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If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

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Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills
-

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams

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Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

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Unit Title	Give formal presentations and take part in meetings **(Communication)**
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. **(Initiative and enterprise)**
Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. **(Planning and organising)**
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required Skills and Knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. **(Learning)** Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. **(Communication)**
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: • assess response options to identified crime-prevention needs and determine the optimal action to be implemented • in consultation with relevant others, design an initiative to address identified issues. **(Initiative and enterprise).**

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

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Not for public access material

Police specialist units of competency and qualifications

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au
http://www.anzpaa.org.au

The Police Sector not for public access qualifications are:

- PUA42512 Certificate IV in Public Safety (Disaster Victim Identification Operations)
- PUA42812 Certificate IV in Public Safety (Policing Support Services – General or Protective Services)
- PUA51812 Diploma of Public Safety (Human Source Management)
- PUA51912 Diploma of Public Safety (Mounted Policing)
- PUA52012 Diploma of Public Safety (Police Dog Handling – General Purpose or Specific Odour)
- PUA52112 Diploma of Public Safety (Police Intelligence Practice)
- PUA60412 Advanced Diploma of Public Safety (Police Intelligence Operations)
- PUA61012 Advanced Diploma of Public Safety (Disaster Victim Identification Coordination)
- PUA61112 Advanced Diploma of Public Safety (Improvised Hazardous Device Operations – Technician or Response)
- PUA61212 Advanced Diploma of Public Safety (Police Close Personal Protection)
- PUA61312 Advanced Diploma of Public Safety (Police Negotiations)
- PUA61412 Advanced Diploma of Public Safety (Surveillance)
- PUA61512 Advanced Diploma of Public Safety (Tactical Flight Operations – Helicopter or Surveillance)
- PUA61612 Advanced Diploma of Public Safety (Undercover Operations – Operative or Controller)
- PUA61712 Advanced Diploma of Public Safety (Forensic Investigation)
- PUA61812 Advanced Diploma of Public Safety (Police Supervision)
- PUA61912 Advanced Diploma of Public Safety (Police Witness Protection)
- PUA80112 Vocational Graduate Certificate in Public Safety (Forensic Firearms Examination)
- PUA80212 Vocational Graduate Certificate in Public Safety (Police Prosecution)
- PUA80312 Vocational Graduate Certificate in Public Safety (Police Investigation)
- PUA80412 Vocational Graduate Certificate in Public Safety (Crime Scene Investigation)
- PUA80512 Vocational Graduate Certificate in Public Safety (Fingerprint Investigation)
- PUA80612 Vocational Graduate Certificate in Public Safety (Police Management)

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The Police Sector not for public access units are:

CODE	TITLE
PUACCI001B	Plan a computer related crime operation
PUACCI002B	Conduct a preliminary search for electronic data
PUACCI003B	Copy electronic data
PUACCI004B	Search electronic data
PUACCI005B	Investigate network offences
PUACCI006B	Build and maintain target computer networks
PUACCI007B	Present evidence of computer crime
PUACCI008B	Build and maintain computer crime networks
PUAESU001B	Plan an electronic surveillance operation
PUAESU002B	Execute an electronic surveillance operation
PUAESU003B	Set up monitoring equipment
PUAESU004B	Maintain installations
PUAESU005B	Prepare and present evidence
PUAPOL601	Apply core science within a forensic environment and-or investigation
PUAPOL801	Develop and appraise complex documents
PUAPOL802	Develop and review a business plan
PUAPOL803	Lead an emergency response
PUAPOL804	Manage an internal compliance audit and review within policing
PUAPOL805	Manage the human resource function of a local police work area
PUAPOL806	Apply specialised forensic science techniques
PUAPOL807	Conduct serious forensic crime and incident scene investigation
PUAPOL808	Coordinate multi-discipline forensic investigations
PUAPOL809	Develop forensic crime scene expertise
PUAPOL810	Apply fingerprint comparison and identification methodology
PUAPOL811	Determine and apply advanced fingerprint detection techniques
PUAPOL812	Develop fingerprint expertise

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CODE	TITLE
PUAPOL813	Operate the National Automated Fingerprint Identification System
PUAPOL814	Perform fingerprinting of deceased persons
PUAPOLDH001A	Care for police dog
PUAPOLDH002A	Manage proficiency of a police dog
PUAPOLDH003A	Deploy a general purpose police dog
PUAPOLDH004A	Manage police dog tracking
PUAPOLDH005A	Manage police dog criminal apprehension
PUAPOLDH006A	Manage police dog for person and property searching
PUAPOLDH007A	Maintain police dog obedience and agility
PUAPOLDH008A	Deploy a specific odour police dog
PUAPOLDH009A	Manage police dog for specific odour searching
PUAPOLDV001A	Maintain occupational health, safety and welfare in a disaster victim identification response
PUAPOLDV002A	Conduct disaster victim identification scene activities
PUAPOLDV003A	Conduct disaster victim identification post mortem activities
PUAPOLDV004A	Conduct disaster victim identification ante mortem activities
PUAPOLDV005A	Conduct disaster victim identification reconciliation activities
PUAPOLDV006A	Manage occupational health, safety and welfare in a disaster victim identification response
PUAPOLDV007A	Coordinate disaster victim identification scene activities
PUAPOLDV008A	Coordinate disaster victim identification post mortem activities
PUAPOLDV009A	Coordinate disaster victim identification ante mortem activities
PUAPOLDV010A	Coordinate disaster victim identification reconciliation activities
PUAPOLDV011A	Command disaster victim identification incidents
PUAPOLFC014A	Conduct investigations at a bomb/explosion scene
PUAPOLFC015A	Undertake analyses and examination of firearms and ammunition
PUAPOLFC016A	Restore serial numbers to firearms, parts and accessories

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CODE	TITLE
PUAPOLFC017A	Examine ammunition components using the comparison microscope
PUAPOLFC018A	Reconstruct shooting scenes
PUAPOLFC019A	Assemble and disassemble ammunition
PUAPOLFC020A	Undertake firearm related tests
PUAPOLFC021A	Interpret gunshot wounds
PUAPOLFC023A	Communicate in a forensic science environment
PUAPOLFC024A	Record incident scene and evidence
PUAPOLFC025A	Coordinate forensic evidence analysis
PUAPOLFC026A	Apply forensic case management systems
PUAPOLFC028A	Examine forensic scenes
PUAPOLFC030A	Manage complex forensic investigations
PUAPOLHD001A	Manage information relating to reported improvised hazardous device incidents
PUAPOLHD002A	Use and maintain specialist equipment
PUAPOLHD003A	Manage an improvised hazardous device incident
PUAPOLHD004A	Manage post incident improvised hazardous device information requirements
PUAPOLHD005A	Search for an improvised hazardous device
PUAPOLHD006A	Maintain occupational health, safety and welfare at an improvised hazardous device incident
PUAPOLHD007A	Manage evidence at an improvised hazardous device incident
PUAPOLHD008A	Conduct render-safe procedures for improvised hazardous devices
PUAPOLHD009A	Respond to a chemical, biological or radiological improvised hazardous device incident
PUAPOLHS001A	Control a human source
PUAPOLHS002A	Negotiate in a human source environment
PUAPOLHS003A	Communicate in a human source environment
PUAPOLHS004A	Maintain operational security for human sources
PUAPOLHS005A	Use specialised technical equipment in a human source environment
PUAPOLIN001A	Assess threat and report risk

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CODE	TITLE
PUAPOLIN002A	Produce and manage documents within an intelligence environment
PUAPOLIN003A	Produce and review standard intelligence products
PUAPOLIN004A	Manage classified intelligence briefing or presentation
PUAPOLIN005A	Provide intelligence support to an operational response
PUAPOLIN006A	Design, develop and review customised intelligence products
PUAPOLIV005A	Coordinate multi-agency investigations
PUAPOLIV006A	Lead major crime investigations
PUAPOLIV007A	Lead a major investigation review
PUAPOLIV008A	Lead crime reduction and/or prevention strategies
PUAPOLIV010A	Conduct criminal legal research within a policing context
PUAPOLMG001A	Supervise police operations
PUAPOLMG002A	Supervise police response
PUAPOLMG003A	Manage risk in a policing environment
PUAPOLMG005A	Promote workplace diversity
PUAPOLMG006A	Plan and organise work unit plans
PUAPOLMG008A	Manage working relationships
PUAPOLMP001A	Apply first aid for police horses
PUAPOLMP002A	Care for police horses
PUAPOLMP003A	Assess conformation and movement of police horses
PUAPOLMP004A	Handle police horses safely
PUAPOLMP005A	Maintain health and safety of police horses
PUAPOLMP006A	Prepare and transport police horses
PUAPOLMP007A	Ride and exercise police horses in training
PUAPOLMP008A	Perform mounted police flat riding skills
PUAPOLMP009A	Perform mounted police jumping skills
PUAPOLMP010A	Perform mounted police crowd management duties
PUAPOLMP011A	Perform mounted police ceremonial duties
PUAPOLMP012A	Perform mounted drill
PUAPOLMP013A	Perform mounted police operational patrol duties
PUAPOLMP014A	Demonstrate horse riding skills for police duties in tracked or wilderness areas

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CODE	TITLE
PUAPOLMP015A	Perform mounted police cross country skills
PUAPOLMP016A	Perform mounted police vaulting skills
PUAPOLNG001A	Use and maintain specialised equipment to support police response
PUAPOLNG002A	Perform negotiations
PUAPOLNG003A	Manage teamwork at significant events
PUAPOLNG004A	Use communication, counselling and de-escalation techniques
PUAPOLPP001A	Perform close personal protection duties
PUAPOLPP002A	Plan a close personal protection operation
PUAPOLPP003A	Manage a close personal protection operation
PUAPOLPP004A	Drive close personal protection vehicles
PUAPOLPR001A	Utilise the Rules of Evidence
PUAPOLPR002A	Conduct legal research
PUAPOLPR003A	Conduct a pre hearing mention
PUAPOLPR004A	Conduct mention duties
PUAPOLPR005A	Manage effective customer service in a police prosecutor's environment
PUAPOLPR006A	Conduct a hearing
PUAPOLSU001A	Plan a surveillance operation
PUAPOLSU002A	Communicate in a surveillance environment
PUAPOLSU003A	Perform foot surveillance
PUAPOLSU004A	Perform mobile surveillance
PUAPOLSU005A	Take covert surveillance images
PUAPOLSU006A	Perform static surveillance
PUAPOLSU007A	Maintain operational security in a covert environment
PUAPOLSU008A	Perform covert surveillance utilising camouflage and concealment
PUAPOLSU009A	Utilise electronic tracking systems
PUAPOLTF001A	Perform crew cockpit duties
PUAPOLTF002B	Conduct search and rescue operations using aircraft
PUAPOLTF003B	Conduct winching and rappelling operations
PUAPOLTF004A	Collect, prepare and present surveillance intelligence and

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CODE	TITLE
	evidence
PUAPOLTF005A	Take covert surveillance images
PUAPOLUC001A	Develop and maintain cover stories
PUAPOLUC002A	Perform undercover negotiations
PUAPOLUC003A	Use undercover policing technical and specialised equipment
PUAPOLUC004A	Manage human sources
PUAPOLUC005A	Deal in a commodity
PUAPOLUC006A	Communicate in an undercover operation environment
PUAPOLUC007A	Prepare reports relating to undercover operations
PUAPOLUC008A	Supervise undercover operatives
PUAPOLUC009A	Plan an undercover operation
PUAPOLWP001A	Plan a protection operation
PUAPOLWP002A	Manage a protection operation
PUAPOLWP003A	Perform witness protection duties

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PUA20112 Certificate II in Public Safety (Aboriginal or Torres Strait Islander Community Policing)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA20110. Packaging rules wording revised. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

In the public safety industry, qualification pathways depend on a range of factors specific to each industry such as organisational/agency structure, promotional structure and rank structure.

Liaison and community policing qualifications have been developed to set agreed minimum standards that should be contextualised within the specifics of each jurisdiction/agency/ organisational policy and procedure.

There are no specified pre-requisites for entry to this qualification.

Pathways from the qualification

After achieving the PUA20112 Certificate II in Public Safety (Aboriginal or Torres Strait Islander Community Policing), candidates may undertake a range of qualifications relevant to their role. Pathways for candidates considering this qualification may include to:

- commence the PUA30112 Certificate III in Public Safety (Aboriginal or Torres Strait Islander Community Policing)
- undertake further community/policing related qualifications

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

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Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA20112 Certificate II in Public Safety (Aboriginal or Torres Strait Islander Community Policing) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ communicate effectively with a wide range of community members such as those with physical/sensory/intellectual impairment and with different cultural backgrounds ▸ use active listening skills and questioning techniques to clarify issues ▸ use clear, concise language in all communications that is appropriate to client, assignment and organisation's requirements
Teamwork	▸ make contributions to participative arrangements in the workplace within organisational procedures and scope of responsibilities and competencies ▸ seek peer support when required ▸ understand, acknowledge and accurately represent views and opinions of individuals or a group to others where required
Problem solving	▸ identify and arrange for the needs of specific categories of persons in care or custody ▸ raise workplace issues with appropriate personnel and make appropriate contribution to resolve issues in accordance with workplace procedures ▸ recognise hazards in the work area, rectify where possible and report to designated personnel according to workplace procedures
Initiative and enterprise	▸ minimise workplace risks to self, colleagues and the public ▸ optimise the potential safety and security of persons in care or custody ▸ raise occupational health and safety issues with designated personnel in accordance with workplace procedures and relevant

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	occupational health and safety legislation
Planning and organising	▸ employ alternative communications strategies according to organisational procedures to address identified faults and deficiencies in communication ▸ participate in initial assessment to identify factors which will impact on public safety and scene preservation ▸ plan, implement and where necessary adapt workplace safety responses to situational contexts
Self-management	▸ assess work load and set priorities within allocated timeframes ▸ observe confidentiality in accordance with organisation's policies and procedures ▸ recognise and manage signs of personal stress and take appropriate action to ensure continued work effectiveness
Learning	▸ access workplace information and seek clarification where necessary ▸ identify training and development needs relevant to area of work in conjunction with supervisor and follow up with relevant personnel ▸ maintain currency of required licences and certificates
Technology	▸ safely operate and use general issue and emergency operational equipment and safety clothing ▸ use and maintain police communications equipment in accordance with manufacturer's specifications and organisational guidelines ▸ use information technology effectively

Packaging Rules

8 units of competency are required for this qualification including:

- 8 core units

Code	Core Units
PUACOM001C	Communicate in the workplace
PUALAW001B	Protect and preserve incident scene
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUAOPE013A	Operate communications systems and equipment

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PUAPOLGD001A	Maintain police operational safety
PUAPOLGD005A	Use and maintain police operational equipment
PUAPOLGD007A	Manage persons in care or custody
PUATEA004D	Work effectively in a public safety organisation

NOTES

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA20312 Certificate II in Public Safety (Police Liaison)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA20310. Packaging rules wording revised. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

In the public safety industry, qualification pathways depend on a range of factors specific to each industry such as organisational/agency structure, promotional structure and rank structure.

Liaison and community policing qualifications have been developed to set agreed minimum standards that should be contextualised within the specifics of each jurisdiction/agency/ organisational policy and procedure.

There are no specified pre-requisites for entry to this qualification.

Pathways from the qualification

After achieving the PUA20312 Certificate II in Public Safety (Police Liaison), candidates may undertake a range of qualifications relevant to their role. Pathways for candidates considering this qualification may include to:

- commence the PUA30312 Certificate III in Public Safety (Police Liaison)
- undertake further liaison related qualifications
-

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

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Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA20312 Certificate II in Public Safety (Police Liaison) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ communicate clearly, need for additional support to appropriate person ▸ meet organisation's standards of style and accuracy in presentation of written documents ▸ use questioning, learning and summarising skills to establish client needs
Teamwork	▸ assist team members to ensure efficient and safe completion of tasks in accordance with organisation's policies and procedures ▸ encourage and acknowledge participation by team members ▸ make contributions in small informal group activities and meetings to facilitate outcomes
Problem solving	▸ identify and resolve particular misunderstandings in communication between other police and members of a culturally specific community ▸ identify hazards and assess risks ▸ recognise problems and conflict and resolve through agreed and accepted processes
Initiative and enterprise	▸ observe confidentiality in accordance with organisation's policies and procedures ▸ raise occupational health and safety issues with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation ▸ suggest strategies to achieve service objectives while respecting cultural differences
Planning and organising	▸ complete tasks are and achieve results with minimum supervision ▸ establish appropriate decision making processes with client and relevant stakeholders ▸ select and implement appropriate response

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Self-management	▸ assess work load and set priorities within allocated timeframes ▸ monitor own work to ensure compliance with organisational requirements ▸ recognise and manage signs of personal stress and take appropriate action to ensure continued work effectiveness
Learning	▸ access workplace information and seek clarification where necessary ▸ identify training and development needs relevant to area of work in conjunction with supervisor and follow up with relevant personnel ▸ maintain currency of required licences and certificates
Technology	▸ correctly utilise communications system to facilitate transmission and reception ▸ inspect and maintain communications systems ensuring operational readiness according to organisational policies and procedures ▸ use communications systems and equipment

Packaging Rules

7 units of competency are required for this qualification including:

- 7 core units

Code	Core Units
PUACOM001C	Communicate in the workplace
PUACOM002B	Provide services to clients
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUAOPE013A	Operate communications systems and equipment
PUAPOLIM001A	Assist police with members of a culturally specific community
PUATEA001B	Work in a team
PUATEA004D	Work effectively in a public safety organisation

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NOTES

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA21012 Certificate II in Public Safety (Aquatic Rescue)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA21010. Packaging rules wording reviewed, imported units updated, elective groupings changed. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at this qualification level, such as:

- working in a lifesaver, lifeguard or marine rescue role
- with vocational experience in beach or marine safety roles.

Pathways from the qualification

After achieving the PUA21010 Certificate II in Public Safety (Aquatic Rescue), candidates may undertake a range of qualifications relevant to their role, such as:

- PUA31310 Certificate III in Public Safety (Aquatic Search and Rescue)
- PUA31404 Certificate III in Public Safety (Community Safety).
-

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

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Employability Skills Summary

Employability Skills Summary for PUA21012 Certificate II in Public Safety (Aquatic Rescue)

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA21012 Certificate II in Public Safety (Aquatic Rescue) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement
Communication	• interact with people internally and externally through verbal, non-verbal and written communications in the workplace and follow verbal and written workplace instructions • provide verbal reports to paramedical personnel • use active listening skills and questioning techniques to clarify issues • use established communication pathways for routine and non-routine communication • use language that is clear, concise and appropriate to client, assignment and organisation's requirements, in all communications
Teamwork	• assist members of other emergency services • contribute to the identification of team goals and objectives • discuss methods for minimising hazards with team members and reach agreement as a team • encourage others/team members • obtain and discuss operation and task information with team members • participate in rescue operations as a member of an aquatic rescue team • take part in group discussions and informal meetings • work cooperatively with personnel from other organisations
Problem solving	• minimise or control hazards and environmental conditions • provide emergency care pending the arrival of appropriately qualified personnel • recognise and resolve problems and conflict • rectify and/or report first aid equipment faults • research hazards en-route to the incident area to determine a safe route/course
Initiative and	• initiate search and rescue patterns if required within the incident

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enterprise	area where distressed vessel or survivors are believed to now be located • raise occupational health and safety issues with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation • recognise and refer to the supervisor, personal capabilities and limitations • use improvised techniques where access to equipment is limited
Planning and organising	• assess work load and set priorities within allocated timeframes • identify factors affecting work requirements, assess their impact and take appropriate action to ensure work requirements are met • identify hazards and assess risks • prepare and make ready for use relevant maps/charts, electronic navigation aids and navigation equipment • report the need for additional personnel and/or specialist equipment to the supervisor • select personal protective equipment based on the nature of the rescue operation
Self-management	• develop and maintain own expertise • effectively recognise level of well being necessary to perform work • identify signs and symptoms of operational stress in self and others and report these signs and symptoms to relevant personnel • identify training and development needs relevant to the area of work • manage own work • monitor own work • recognise and manage signs of personal stress
Learning	• learn about casualty handling techniques • learn about manual handling techniques • learn about priorities for life support in emergencies including the DRABC (danger, response, airway, breathing ventilation and circulation assessments) model • learn about resuscitation techniques • learn about systems of the body • learn about verbal and non-verbal communication techniques including hand signals and language style
Technology	• operate a chart plotter • operate a GPS • operate a radio system • operate an appropriate sized rescue vessel • operate an intercom system

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	• operate first aid equipment • operate satellite phones from search and rescue authority • use communication technology if relevant to workplace requirements • use information technology effectively

Packaging Rules

8 units of competency are required for this qualification including:

- 5 core units
- 3 elective units

Choose a minimum of 1 elective unit from the list of elective units below.

Choose the remaining 2 elective units from either the elective list below or elsewhere in this training package or another endorsed training package or accredited course.

Only 1 unit from Group B may be included in this qualification.

Only 1 unit from Group C may be included in this qualification.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	Core Units
PUACOM001C	Communicate in the workplace
PUASAR013A	Participate in an aquatic rescue operation
PUATEA001B	Work in a team
PUATEA004D	Work effectively in a public safety organisation

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HLTFA201B	Provide basic emergency life support

Elective Group A

Code	**Elective Units**
PUACOM002B	Provide services to clients
PUAEQU001B	Prepare, maintain and test response equipment
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUAOPE009C	Navigate in an aquatic environment
PUAOPE013A	Operate communications systems and equipment
PUASAR012C	Apply surf awareness and self-rescue skills
PUASES012A	Work as a team member in an emergency operations centre
PUAVEH001B	Drive vehicles under operational conditions
SISCAQU202A	Perform basic water rescues
SISCAQU306A	Supervise clients at an aquatic facility or environment
SISCAQU312A	Assist participants with a disability during aquatic activities
TDMMF1107B	Survive at sea in the event of vessel abandonment
TDMMR4307B	Assist in mooring and anchor handling activities
TDMMC807B	Manoeuvre a vessel within the limits of responsibility of a Master 5

Elective Group B

Code	**Elective Units**
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel
TDMMF5607A	Observe personal safety and social responsibilities

Elective Group C

Code	**Elective Units**
TDMMF5507A	Fight and extinguish fires on board a coastal vessel
TDMMF6207A	Prevent, control and fight fires on board an ocean-going vessel

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NOTES

HLT unit has been imported from the HLT07 Health Training Package.

SIS units have been imported from the SIS10 Sport, Fitness and Recreation Training Package.

TDM units have been imported from the TDM07 Maritime Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA21312 Certificate II in Public Safety (SES)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA21310. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification and pathways from the qualification

Within the SES sector, pathways into and from qualifications are based on organisational requirements and capabilities, as well as the requirement to meet unit of competency pre-requisites.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA21312 Certificate II in Public Safety (SES) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

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Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ discuss and clarify needs and expectations with clients ▸ ensure non verbal communication is positive, culturally appropriate and tailored to the audience ▸ fill in accident and incident forms ▸ locate, interpret and provide relevant information to requests ▸ use active listening skills and questioning techniques to clarify issues ▸ use questioning, learning and summarising skills to establish client needs
Teamwork	▸ encourage and acknowledge participation by team members ▸ make a positive contribution to the effectiveness and efficiency of a team ▸ participate in group meetings ▸ support team members in achieving workplace goals
Problem solving	▸ recognise, rectify where possible and report hazards in the work area to designated personnel according to workplace procedures ▸ recognise and resolve problems and conflict
Initiative and enterprise	▸ raise occupational health and safety issues with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation
Planning and organising	▸ assess work load and set priorities within allocated timeframes ▸ identify factors affecting work requirements, assess their impact and take appropriate action to ensure work requirements are met ▸ identify hazards and assess risks
Self-management	▸ develop and maintain own expertise ▸ identify training and development needs relevant to the area of work ▸ manage own work ▸ monitor own work ▸ recognise and manage signs of personal stress
Learning	▸ maintain current required licences and certificates ▸ participate in programs to ensure level of expertise meets organisation’s requirements ▸ learn about local operations centre activation procedures
Technology	▸ use communication technology if relevant to workplace requirements

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	▸ use information technology effectively

Packaging Rules

10 units of competency are required for this qualification including:

- 6 core units
- 4 elective units

Choose a minimum of 2 elective units from the list below.

Choose the remaining 2 units from either the list below, **or** elsewhere within this training package, **or** another endorsed training package, **or** accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

The pre-requisite units attached to any of the units must be undertaken and are additional to the number of units required for the qualification.

Code	Core Units
PUACOM001C	Communicate in the workplace
PUACOM002B	Provide services to clients
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUATEA001B	Work in a team
PUATEA004D	Work effectively in a public safety organisation
HLTFA201B	Provide basic emergency life support
Code	**Elective Units**
PUAEQU001B	Prepare, maintain and test response equipment
PUALAW001B	Protect and preserve incident scene

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PUAOHS002B	Maintain safety at an incident scene
PUAOPE013A	Operate communications systems and equipment
PUASAR022A	Participate in a rescue operation ∟ PUAEME001B Provide emergency care OR HLTFA201B Provide basic emergency life support
PUASES012A	Work as a team member in an emergency operations centre
HLTFA301C	Apply first aid
TLIH2001A	Interpret road maps and navigate predetermined routes

NOTE

HLT units have been imported from the HLT07 Health Training Package.

TLI unit has been imported from the TLI10 Transport and Logistics Training Package.

Information about customising PUA12 Public Safety Training Package qualifications is in the Customisation of Qualifications section.

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PUA30112 Certificate III in Public Safety (Aboriginal or Torres Strait Islander Community Policing)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA30110. Packaging rules wording revised, units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

In the public safety industry, qualification pathways depend on a range of factors specific to each industry such as organisational/agency structure, promotional structure and rank structure.

Liaison and community policing qualifications have been developed to set agreed minimum standards that should be contextualised within the specifics of each jurisdiction/agency/ organisational policy and procedure.

Pathways for candidates considering this qualification may include:

- achievement of the PUA20112 Certificate II in Public Safety (Aboriginal or Torres Strait Islander Community Policing)
- any other relevant experience

Pathways from the qualification

After achieving the PUA30112 Certificate III in Public Safety (Aboriginal or Torres Strait Islander Community Policing), candidates may undertake a range of qualifications relevant to their role. Pathways for candidates considering this qualification may include to:

- commence the PUA40112 Certificate IV in Public Safety (Aboriginal or Torres Strait Islander Community Policing)
- undertake other community/policing related qualifications
-

Licensing/Regulatory Information

Not applicable.

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Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA30112 Certificate III in Public Safety (Aboriginal or Torres Strait Islander Community Policing) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ accurately complete departmental forms and reports complying with organisational requirements regarding completion/currency of maintenance logs, patrol records ▸ adopt communication strategies that reflect consideration of cultural, gender, age issues and are in accordance with organisational policies and procedures ▸ inform and skill community members to implement prevention and mitigation activities
Teamwork	▸ assist officers from other areas with policing matters including local protocols and identifying appropriate sources of information ▸ develop information networks for current and future use ▸ work in a team
Problem solving	▸ de-escalate, as far as possible, situational conflict ▸ identify options for action that will allow compliance to be achieved at the earliest possible date ▸ negotiate/resolve/mediate conflict (negotiation can take place with supervisors, colleagues and members of the public)
Initiative and enterprise	▸ apply professional judgement in issuing licences/regulatory authorisations ▸ give advice on current developments with potential policing and public safety implications ▸ where necessary, establish protocols that allow community

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	members not culturally permitted to address the member to lodge requests for assistance
Planning and organising	▸ assess, prioritise and execute administrative tasks to ensure effectiveness of operations ▸ develop practical action plan as a result of consultation, to achieve compliance ▸ notify supervisors of impending events with potential policing or public safety implications
Self-management	▸ maintain control and objectivity at all times in conflict situations ▸ maintain water and food intake, rest breaks and shelter requirements ▸ manage time to ensure people can access police assistance during duty hours and for emergencies out of duty hours as per organisational policies and guidelines
Learning	▸ learn about by-laws and regulations relating to the preparation of documentation ▸ learn about jurisdictional laws, policies and procedures relating to receiving, recording and store money and property are complied with ▸ learn about relevant legislation and regulations
Technology	▸ access databases for the purposes of checking applicant details/history ▸ accurately operate a computer keyboard ▸ use electrically insulated tools and equipment

Packaging Rules

8 units of competency are required for this qualification including:

- 8 core units

Code	Core Units
PUACOM005B	Foster a positive organisational image in the community
PUAOHS002B	Maintain safety at an incident scene
PUAPOLGD006A	Facilitate effective communication in the policing environment
PUAPOLGD008A	Administer legislation to ensure compliance
PUAPOLGD010A	Perform police administrative duties
PUAPOLIM002A	Promote public safety objectives by liaison with a culturally specific

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	community
PUAPOLIM004A	Provide police services in an Aboriginal or Torres Strait Islander community
PUAPOLIM005A	Provide advanced information concerning an Aboriginal or Torres Strait Islander community

NOTE

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA30312 Certificate III in Public Safety (Police Liaison)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA30310. Packaging rules wording revised, units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

In the public safety industry, qualification pathways depend on a range of factors specific to each industry such as organisational/agency structure, promotional structure and rank structure.

Liaison and community policing qualifications have been developed to set agreed minimum standards that should be contextualised within the specifics of each jurisdiction/ agency/organisational policy and procedure.

Pathways for candidates considering this qualification may include:

- achievement of the PUA20312 Certificate II in Public Safety (Police Liaison)
- other relevant experience

Pathways from the qualification

After achieving the PUA30312 Certificate III in Public Safety (Police Liaison), candidates may undertake a range of qualifications relevant to their role. Pathways for candidates considering this qualification may include to:

- undertake other liaison/police related qualifications

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

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Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA30312 Certificate III in Public Safety (Police Liaison) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ adopt communication strategies that reflect consideration of cultural, gender, age issues and are in accordance with organisational policies and procedures ▸ chair meetings ▸ write reports
Teamwork	▸ collate information collected and systematically report to relevant officers as appropriate ▸ explain police service strategies and report feedback to senior officers ▸ work with others in a team situation
Problem solving	▸ advise the community of a range of prevention and mitigation techniques ▸ de-escalate incidents ▸ rectify hazardous situations where possible and report and/or record according to organisation's policies and procedures
Initiative and enterprise	▸ recognise impact of own actions on safety of others ▸ report immediately to designated person, changes in situation and/or conditions ▸ select interpersonal communication techniques and skills from a range of options and apply appropriately
Planning and organising	▸ access and utilise external agencies, where required, according to agreed procedures ▸ enlist cooperation and support from industry, government and the community in planning and initiating special promotions which target identified needs ▸ suggest strategies to achieve service objectives while respecting cultural differences
Self-management	▸ implement survival technique strategies in accordance with organisation's policies and guidelines

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	▸ maintain contact at all times with other work group members ▸ maintain control and objectivity at all times in conflict situations
Learning	▸ learn about culturally specific community social and political structure ▸ learn about legislative responsibilities relevant to providing information ▸ learn about organisational Codes of Ethics
Technology	▸ select and check personal protective clothing and equipment ▸ use communication equipment ▸ use a range of equipment when making a presentation

Packaging Rules

8 units of competency are required for this qualification including:

- 6 core units
- 2 elective units

Choose the 2 elective units from either the elective list below, or elsewhere within this training package, or another endorsed training package, or accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	Core Units
PUACOM005B	Foster a positive organisational image in the community
PUACOM007B	Liaise with other organisations
PUACOM011B	Develop community awareness networks
PUAOHS002B	Maintain safety at an incident scene
PUAPOLGD006A	Facilitate effective communication in the policing environment
PUAPOLIM002A	Promote public safety objectives by liaison with a culturally specific community
Code	**Elective Units**

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PUAPOLGD001A	Maintain police operational safety
PUAPOLGD005A	Use and maintain police operational equipment
PUAPOLGD007A	Manage persons in care or custody
PUAPOLGD008A	Administer legislation to ensure compliance
PUAPOLGD010A	Perform police administrative duties
PUAPOLIM003A	Provide interpreting and translating services
PUAPOLIM004A	Provide police services in an Aboriginal or Torres Strait Islander community
PUAPOLIM005A	Provide advanced information concerning an Aboriginal or Torres Strait Islander community

NOTE

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA30412 Certificate III in Public Safety (SES Rescue)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA30410. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification and pathways from the qualification

Within the SES sector, pathways into and from qualifications are based on organisational requirements and capabilities, as well as the requirement to meet unit of competency pre-requisites.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA30412 Certificate III in Public Safety (SES Rescue) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

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Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ accurately record details of casualties' condition, treatment and response to treatment in line with organisation's procedures ▸ communicate with casualties ▸ correctly use, interpret, confirm and act upon signalling in a timely manner ▸ identify and communicate additional or specific resource requirements ▸ immediately report any changes in situation and/or conditions to designated person ▸ use protocols ▸ write a management plan
Teamwork	▸ contribute to maintaining safety of other work group members ▸ establish issues affecting safety of self and other personnel by identifying hazards and assessing risks, and by liaising with others at the scene ▸ participate in assessment, which may be as a member of a team or as part of an interagency exercise ▸ work with others in a team situation
Problem solving	▸ apply techniques for removing public from scene ▸ assess the scene, which may identify hazards ▸ identify and communicate additional or specific resource requirements ▸ monitor treatment to changes in condition of the casualty and/or environment ▸ rectify hazardous situations where possible and report and/or record them according to organisation's policies and procedures ▸ seek expert advice ▸ undertake visual inspections, plan reviews, recognise hazard warnings, interview others at scene
Initiative and enterprise	▸ assist work group members in danger in accordance with standard operating procedures, ensuring personal safety is maintained ▸ immediately report changes in situation and/or conditions to designated person ▸ monitor and assess treatment, and appropriately amend the management plan in response to changes in condition of the casualty and/or environment

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	▸ understand that working environment may be hazardous and unpredictable ▸ undertake initial assessment of extent and nature of emergency care required

Packaging Rules

12 units of competency are required for this qualification including:

- 5 core units
- 7 elective units

Choose a minimum of 1 elective unit from the Group A list below.

Choose a minimum of 4 elective units from the Group A and/or B lists below.

Choose the remaining 2 elective units from either the list below, **or** elsewhere within this training package, **or** anther endorsed training package, **or** accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

The pre-requisite units attached to any of the units must be undertaken and are additional to the number of units required for the qualification.

Code	Core Units
PUALAW001B	Protect and preserve incident scene
PUAOHS002B	Maintain safety at an incident scene
PUAOPE013A	Operate communications systems and equipment
PUAOPE014A	Navigate to an incident in a vehicle
HLTFA301C	Apply first aid

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Code	Elective Units
Group A	
PUASAR024A	Undertake road crash rescue ∟ PUAEME002C Manage injuries at emergency incident OR HLTFA301C Apply first aid ∟ PUASAR022A Participate in a rescue operation
PUASAR027A	Undertake land search rescue
PUASAR028A	Undertake rescue from a partial structural collapse ∟ PUASAR023A Participate in an urban search and rescue Category 1
PUASAR032A	Undertake vertical rescue ∟ PUASAR022A Participate in a rescue operation
PUASES008A	Undertake storm and water damage operations
PUASES009A	Undertake inland floodboat operations
PUASES013A	Undertake storm and water damage operations performed at heights ∟ PUASES008A Undertake storm and water damage operations
PUASES014A	Apply flood and fast moving water safety techniques ∟ HLTFA301C Apply first aid
PUASES015A	Operate over-snow vehicle
PUASES016A	Apply snowcraft skills when performing search operations
PUAVEH001B	Drive vehicles under operational conditions
Group B	
PUAAMS001B	Work in an aviation environment
PUAAMS002B	Search as a member of an air search team
PUAAMS003B	Conduct stores dropping operations
PUACOM002B	Provide services to clients
PUACOM003B	Manage information
PUACOM005B	Foster a positive organisational image in the community
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUALAW002B	Conduct initial investigation at incident scene
PUALAW003B	Give evidence in judicial or quasi-judicial setting
PUAMAN002B	Administer work group resources
PUAOPE012A	Control a Level 1 incident
PUAOPE015A	Conduct briefings and debriefings

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PUASES010A	Plan, activate and maintain a communications network
	∟ PUAOPE013A Operate communications systems and equipment
PUASES012A	Work as a team member in an emergency operations centre
PUATEA002B	Work autonomously
FPICOT2239A	Trim and cut felled trees
FPIFGM3204A	Fall trees manually (intermediate)
FPIFGM3205A	Fall trees manually (advanced)
HLTFA404B	Apply advanced resuscitation techniques
TAEDEL301A	Provide work skill instruction

For the purposes of gaining a qualification the following three units count as one unit*:

TAEASS401B *	Plan assessment activities and processes
TAEASS301B *	Contribute to assessment
OR	
TAEASS402B *	Assess competence
TAEASS403B *	Participate in assessment validation

NOTE

HLT unit been imported from the HLT07 Health Training Package.

FPI units have been imported from the FPI05 Forest and Forest Products Training Package.

TAE units have been imported from the TAE10 Training and Education Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA30512 Certificate III in Public Safety (SES Operations)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA30510. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification and pathways from the qualification

Within the SES sector, pathways into and from qualifications are based on organisational requirements and capabilities, as well as the requirement to meet unit of competency pre-requisites.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA30512 Certificate III in Public Safety (SES Operations) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

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Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ communicate effectively ▸ disseminate gathered information to appropriate personnel within the specified timeframe ▸ identify information needs and sources ▸ interview ▸ make contributions to participative arrangements in the workplace within organisational procedures and scope of responsibilities and competencies ▸ present information, which may include routine and complex reports and submissions, briefing notes, ministerials, proposals, project plans, articles and promotional material ▸ recommend improving the information system and submit this to designated persons/groups ▸ use information in a format suitable for analysis, interpretation and dissemination
Teamwork	▸ collect information that is timely and relevant to the needs of individuals/teams ▸ determine and identify the information needs of individuals/teams and the sources ▸ develop networks and relationships and liaise effectively ▸ develop relationships ▸ establish formal and informal networks ▸ mentor and coach ▸ participate in regular meetings and forums to support mutual cooperation
Problem solving	▸ allocate resources to facilitate required outcomes ▸ interpret cartographic information, navigation techniques, local and environmental conditions to determine and plan a safe and timely route ▸ recognise hazards in the work area, rectify them where possible and report to designated personnel according to workplace procedures ▸ review activity against the policies, practices and training of the organisation to identify any discrepancies ▸ review information held by the organisation to determine suitability and accessibility ▸ solve problems to support analysis

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Initiative and enterprise	▸ modify route to address prevailing conditions and, if required, initiate alternate strategies ▸ obtain information which is not available or accessible within the organisation ▸ raise occupational health and safety issues with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation
Planning and organising	▸ analyse information to identify relevant trends and developments in terms of the needs for which it was acquired ▸ monitor and evaluate resource usage against targets and organisational standards ▸ plan and prepare a briefing/debriefing in accordance with organisation's policy and procedures ▸ store equipment stock and supplies in accordance with organisation's policy and procedures
Self-management	▸ maintain personal safety and safety of others ▸ monitor individual performance against defined performance requirements and take appropriate action to maintain performance if required ▸ provide feedback on own performance as required ▸ report the results of information gathering, analysis and synthesis within specified timeframes and to the standard defined by the organisation ▸ store equipment stock and supplies in accordance with organisation's policy and procedures
Learning	▸ learn about organisation's policies ▸ learn about organisation's procedures for activity debriefing ▸ learn about practices and training processes in relation to activity ▸ maintain records of resource allocation and usage in accordance with relevant legislation and organisational guidelines
Technology	▸ analyse, which may include application of statistical methods, mathematical calculations ▸ use collection techniques such as databases ▸ use computers, communication channels, records management, market trends, registries and file records, basic statistical information ▸ use information storage requirements and methods ▸ use management information systems to store and retrieve data for decision making ▸ use technology available in the work area/organisation to manage information

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Packaging Rules

12 units of competency are required for this qualification including:

- 7 core units
- 5 elective units

Choose a minimum of 3 elective units from the list below.

Choose the remaining 2 elective units from either the list below, **or** from elsewhere within this training package, **or** another endorsed training package, **or** accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

The pre-requisite units attached to any of the units must be undertaken and are additional to the number of units required for the qualification.

Code	Core Units
PUACOM003B	Manage information
PUACOM007B	Liaise with other organisations
PUAMAN002B	Administer work group resources
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUAOPE014A	Navigate to an incident
PUAOPE015A	Conduct briefings and debriefings
PUATEA002B	Work autonomously
Code	**Elective Units**
PUACOM002B	Provide services to clients
PUACOM005B	Foster a positive organisational image in the community
PUACOM006B	Plan and conduct a public awareness program
PUACOM008B	Develop and organise public safety awareness programs

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PUACOM012B	Liaise with media at a local level
PUACOM013B	Administer a local public safety group
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUALAW001B	Protect and preserve incident scene
PUALAW002B	Conduct initial investigation at incident scene
PUALAW003B	Give evidence in a judicial or quasi-judicial setting
PUAOPE012A	Control a Level 1 incident
PUASES010A	Plan, activate and maintain a communications network
	∟ PUAOPE013A Operate communications systems and equipment
PUAVEH001B	Drive vehicles under operational conditions
TAEDEL301A	Provide work skill instruction

For the purposes of gaining a qualification the following three units count as one unit*:

TAEASS401B *	Plan assessment activities and processes
TAEASS301B *	Contribute to assessment
OR	
TAEASS402B *	Assess competence
TAEASS403B *	Participate in assessment validation

NOTES

TAE units have been imported from the TAE10 Training and Education Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA31312 Certificate III in Public Safety (Aquatic Search and Rescue)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA31310. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at this qualification level, such as:

- after achieving the PUA21012 Certificate II in Public Safety (Aquatic Rescue)
- working in a lifesaver, lifeguard, first responder or marine rescue role
- with vocational experience in beach or marine safety and first responder roles.

Pathways from the qualification

After achieving the PUA31312 Certificate III in Public Safety (Aquatic Search and Rescue), candidates may undertake a range of qualifications relevant to their role, such as:

- PUA41112 Certificate IV in Public Safety (Community Safety)
- PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management).
-

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

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Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA31312 Certificate III in Public Safety (Aquatic Search and Rescue) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement
Communication	▸ accurately record the details of casualties' condition, treatment and response to treatment in line with organisation's procedures ▸ communicate, which may include Auslan gestures; calming and reassuring a casualty; face-to-face; facsimile; feedback of information; landline and mobile telephone; pamphlets translated into other languages; radio; signalling systems; using interpreters ▸ record vital signs in planning treatment and report as appropriate ▸ relay instructions clearly, concisely and accurately and obtain confirmation of understanding ▸ use clear concise and appropriate language in all communications to client, assignment and organisation's requirements ▸ use established communication pathways for routine and non-routine communication ▸ use questioning, learning and summarising skills to establish client needs ▸ write reports
Teamwork	▸ assist members of other emergency services ▸ contribute to maintaining safety of other work group members ▸ have knowledge of the composition of team and the roles and responsibilities of team members ▸ move a casualty, which may be as part of a team ▸ establish issues affecting safety of self and other personnel by identifying hazards and assessing risks ▸ obtain search operation information and task information, and discuss with team members ▸ participate in group discussions and informal meetings
Problem solving	▸ apply fault finding techniques ▸ assess the movement of a casualty to a safer location by scene assessment, visual inspections, planning reviews, recognising hazard warnings, interviewing others at the scene

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	▸ employ alternative communication strategies ▸ identify hazards to self and others and take appropriate action to safeguard against injury ▸ provide emergency care pending the arrival of appropriately qualified personnel ▸ seek expert advice
Initiative and enterprise	▸ assess extent and nature of emergency care required ▸ assist work group members in danger in accordance with standard operating procedures, ensuring personal safety is maintained ▸ immediately report any changes in situation and/or conditions to designated person ▸ improvise techniques where there is limited access to equipment ▸ monitor, assess and amend treatment and management plan in response to changes in condition of the casualty and/or environment
Planning and organising	▸ assess extent and nature of initial emergency care required ▸ select and check personal protective clothing and equipment according to organisational procedures to ensure it is operational prior to entry into incident situation ▸ select and check search equipment for serviceability, and store/pack it for use ▸ use equipment according to casualty's condition, availability and to organisation's procedures ▸ use search formation or grids to locate missing persons or objects
Self-management	▸ establish issues affecting safety of self and other personnel by identifying hazards and assessing risks ▸ implement hazard control and mitigation measures with minimum damage to the environment, while maintaining safety of self and others ▸ maintain knowledge of legal and ethical issues in pre-hospital care and knowledge of current practices and procedures in emergency care ▸ maintain universal hygiene precautions ▸ maintain water and food intake, rest breaks and shelter requirements ▸ recognise impact of own actions on safety of others ▸ remain calm under pressure ▸ undertake duties in line with organisational health and safety codes of practice and relevant legislation
Learning	▸ learn about current practices and procedures in emergency care ▸ maintain knowledge in managing identified injuries in line with approved emergency care

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	▸ recognise and refer personal capabilities and limitations to the team leader ▸ recognise and report symptoms of operational stress
Technology	▸ identify hazards by accessing databases ▸ operate first aid equipment ▸ use communication systems and equipment ▸ use hazard control equipment such as atmospheric monitoring equipment; meteorological equipment; radiation monitoring equipment ▸ use search equipment such as radio communications equipment; information technology systems; mobile telephone; radio; signalling systems

Packaging Rules

11 units of competency are required for this qualification including:

- 6 core units
- 5 elective units

Choose a minimum of 3 elective units from the list below.

Choose the remaining 2 elective units from either the elective list below or elsewhere within this training package or another endorsed training package or accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

The pre-requisite units attached to any of the units must be undertaken and are additional to the number of units required for the qualification.

Code	Core Units
PUACOM001C	Communicate in the workplace
PUAOHS002B	Maintain safety at an incident scene
PUAOPE013A	Operate communications systems and equipment
PUASAR011C	Search as a member of an aquatic search team

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PUATEA004D	Work effectively in a public safety organisation
HLTFA301C	Apply first aid

Code	**Elective Units**
PUACOM002B	Provide services to clients
PUAEME003C	Administer oxygen in an emergency situation
PUAEME004A	Provide emergency care for suspected spinal injury ∟ HLTFA201B Provide basic emergency life support OR ∟ HLTFA301C Apply first aid
PUAEME005A	Provide pain management ∟ HLTFA201B Provide basic emergency life support OR ∟ HLTFA301C Apply first aid
PUAEMR026	Treat operational risk
PUAEMR027	Assess operational risk
PUAEQU001B	Prepare, maintain and test response equipment
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUAOPE009C	Navigate in an aquatic environment
PUAOPE010C	Operate an automated external defibrillator in an emergency ∟ PUAEME001B Provide emergency care OR ∟ HLTFA201B Provide basic emergency life support
PUAOPE012A	Control a Level 1 incident
PUAOPE027A	Undertake beach safety management activities
PUAPOLIM002A	Promote public safety objectives by liaison with a culturally specific community
PUASAR014A	Operate and maintain a small powercraft and motor for rescue operations

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PUASAR015A	Crew small powercraft in a rescue operation
PUASAR016A	Operate and maintain a personal water craft for rescue operations
PUASAR017A	Undertake advanced surf rescue ∟ PUACOM001C Communicate in the workplace ∟ PUASAR012C Apply surf awareness and self-rescue skills ∟ PUASAR013A Participate in an aquatic rescue operation
PUASES012A	Work as a team member in an emergency operations centre
PUATEA002B	Work autonomously
PUAVEH001B	Drive vehicles under operational conditions
BSBFLM312C	Contribute to team effectiveness
HLTFA302B	Provide first aid in remote situation
HLTFA402C	Apply advanced first aid
HLTFA404B	Apply advanced resuscitation techniques
PMAOHS214B	Undertake helicopter safety and escape
SISCAQU202A	Perform basic water rescues
SISCAQU306A	Supervise clients at an aquatic facility or environment
SISCAQU307A	Perform advanced water rescues
SISCAQU312A	Assist participants with a disability during aquatic activities

NOTE

BSB unit has been imported from the BSB07 Business Services Training Package.

HLT units have been imported from the HLT07 Health Training Package.

PMA unit has been imported from the PMA08 Chemical, Hydrocarbons and Refining Training Package.

SIS units have been imported from the SIS10 Sport, Fitness and Recreation Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA31412 Certificate III in Public Safety (Community Safety)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA31404. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary for PUA31412 Certificate III in Public Safety (Community Safety)

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA31412 Certificate III in Public Safety (Community Safety) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement

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Communication	• adopt a calm, caring and reassuring manner in interaction with the casualty and others • communicate with stakeholders and convey information, which may include clarifying, listening, paraphrasing, questioning, summarising • exercise courtesy, consideration and sensitivity at all times with the client • give and receive instructions • interact with people internally and externally through verbal, non verbal and written communications in the workplace and follow verbal and written workplace instructions • make notes of observations • provide and receive feedback in a constructive manner • read and understand the organisation's plans, policies and procedures • use language in all communications which is clear, concise and appropriate to client, assignment and organisation's requirements • use non verbal communication which is positive, culturally appropriate and tailored to the audience • use skills to follow instructions/directives and to report information
Teamwork	• apply interpersonal skills • assist members of other emergency services • attend and contribute to work related meetings and workplace committees • participate in group discussions and informal meetings • promote cooperation • recognise and access contribution of individuals of different ages, gender, and social and cultural backgrounds • seek peer support when required • suggest and debate practical consultation and decision making strategies • work effectively with other personnel in the organisation
Problem solving	• assess moving casualty to a safer location • identify and communicate additional or specific resource requirements • identify hazards to self and others and take appropriate action to safeguard against injury • monitor and assess treatment, and appropriately amend the management plan in response to changes in condition of the casualty and/or environment • operate within local supervisory/management responsibility and apply known solutions to a variety of predictable problems

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	• provide emergency care pending the arrival of appropriately qualified personnel • recognise and resolve problems and conflict • rectify and/or report first aid equipment faults • use the organisation's policies and procedures
Initiative and enterprise	• make initial assessment of extent and nature of emergency care required • monitor treatment • use information such as characteristics of natural, local and built environments, demographics (population distribution, social, cultural, health status and education data), economic activity reports and government reports • use improvised techniques, when limited access to equipment necessitates
Planning and organising	• accurately record details of casualties' condition, treatment and response to treatment in line with organisation's procedures • assess work load and set priorities within allocated timeframes • compare calculated level of risk to the established risk evaluation criteria and determine to be acceptable or unacceptable in consultation with the supervisor • determine scope and focus of a feasible emergency risk management project • evaluate treatment plans to determine residual risk following implementation • identify factors affecting work requirements, assess impact and take appropriate action to ensure work requirements are met • monitor, review and record effectiveness and efficiency of the treatment plan, in accordance with organisational policies and procedures, to ensure compliance and validity • use equipment according to casualty's condition, availability and to organisation's procedures
Self-management	• apply knowledge of current practices and procedures in emergency care • apply knowledge of legal and ethical issues in pre-hospital care • conduct oneself at all times in accordance with organisation's policies, procedures and standards • develop and maintain own expertise • identify training and development needs relevant to the area of work • maintain universal hygiene precautions • maintain work effectiveness • manage own work • monitor own work • observe designated dress codes

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	• participate in programs to ensure level of expertise meets organisation's requirements • recognise and manage signs of personal stress • recognise level of well being necessary to perform work effectively • remain calm under pressure • voice personal view to the review process
Learning	• learn about assessment of casualty, in accordance with organisation's procedures • learn about culture, diversity and history of communities, environments and associated concerns, issues and sensitivities • learn about current practices and procedures in emergency care • learn about group dynamics • learn about perception of risks • learn about strategies for resolving conflict
Technology	• analyse information • operate first aid equipment • represent mathematical ideas in appropriate format • use information technology effectively • use technology such as monitoring and assessment resources • use technology, which may include specified methods or tools for examining any available data, such as audit results/incident reports

Packaging Rules

12 units of competency are required for this qualification including:

- 3 core units
- 9 elective units

Choose 3 elective units from the Group A list below.

Choose a minimum of 4 elective units from the Group B list of elective units below.

Choose the remaining 2 elective units from either the Group B elective list below or elsewhere within this training package or another endorsed training package, or accredited course.

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All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	Core Units
PUACOM001C	Communicate in the workplace
PUACOM002B	Provide services to clients
PUATEA004D	Work effectively in a public safety organisation
Code	**Elective Units**
Group A	
PUACOM014B	Contribute to community safety
OR	
PUAFIR208B	Participate in community safety activities
PUACOM015B	Conduct community safety activities
OR	
PUAFIR301B	Undertake community safety activities
PUAEME001B	Provide emergency care
PUAEME002C	Manage injuries at emergency incident
PUAEMR027	Assess operational risk
PUAEMR008B	Contribute to an emergency risk management process
PUAEMR026	Treat operational risk
PUAFIR206B	Check installed fire safety systems
PUAFIR314B	Utilise installed fire safety systems
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUAOHS002B	Maintain safety at an incident scene
PUAPOLIM002A	Promote public safety objectives by liaison with a culturally specific community
PUAWER001B	Identify, prevent and report potential workplace emergency situations
PUAWER004B	Respond to workplace emergencies

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PUAWER008B	Confine small workplace emergencies

Group B	
PUACOM005B	Foster a positive organisational image in the community
PUACOM006B	Plan and conduct a public awareness campaign
PUACOM011B	Develop community awareness networks
PUACOM012B	Liaise with media at a local level
PUALAW001B	Protect and preserve incident scene
PUALIO002B	Provide local community, cultural and geographic information to other agencies and tourists
PUAPOLIM003A	Provide interpreting and translating services
PUATEA001B	Work in a team
PUATEA002B	Work autonomously
PUATEA005A	Manage own professional performance
AHCCCF413A	Service committees
CHCCD401D	Support community participation
CHCCD413D	Work within specific communities
CHCGROUP302D	Support group activities
CHCYTH301D	Work effectively with young people
SITXMPR002A	Create a promotional display or stand
TAEDEL301A	Provide work skill instruction

NOTES

CHC units have been imported from the CHC08 Community Services Training Package.

AHC unit has been imported from the AHC10 Agriculture, Horticulture, Conservation and Land Management Training Package.

TAE unit has been imported from the TAE10 Training and Education Training Package.

SIT unit has been imported from the SIT07 Tourism, Hospitality and Events Training Package.

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Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA33012 Certificate III in Public Safety (Emergency Communications Centre Operations)

Modification History

Release	TP version	Comments
1.1	PUA12 v1.1	Packaging rules corrected.
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA33010. Packaging rules wording revised, imported units updated, elective groupings changed. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at this qualification level, such as:

- after achieving the PUA21012 Certificate II in Public Safety (Aquatic Rescue)
- working in an emergency communications centre operations role
- with vocational experience in emergency communications centre operations roles

Pathways from the qualification

After achieving the PUA33012 Certificate III in Public Safety (Emergency Communications Centre Operations), candidates may undertake a range of qualifications relevant to their role, such as:

- PUA31312 Certificate III in Public Safety (Aquatic Search and Rescue)
- PUA42712 Certificate IV in Public Safety (Emergency Communications Centre Operations)
- PUA41012 Certificate IV in Public Safety (Leadership)
- PUA41112 Certificate IV in Public Safety (Community Safety)
-

Licensing/Regulatory Information

Not applicable.

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Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary for PUA33012 Certificate III in Public Safety (**Emergency Communications Centre Operations**)

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA33012 Certificate III in Public Safety (Emergency Communications Centre Operations) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	**Employability Skills Statement**
Communication	• control the conversation to ensure necessary information is obtained from the caller • use active listening skills and questioning techniques to clarify issues • use codes, abbreviations, prowords or specialist terminology in the transmission of information
Teamwork	• encourage and acknowledge participation by team members • make contributions to participative arrangements in the workplace (such as occupational health and safety committees team or workgroup meetings) within organisational procedures and scope of responsibilities and competencies • request assistance in the completion of tasks from other team members where appropriate
Problem solving	• identify and communicate difficulties/problem areas to the appropriate person • identify and report faulty equipment in accordance with the organisation's policies and procedures, and employ alternative strategies employed when necessary • make decisions and solve problems to prioritise requests
Initiative and enterprise	• make contributions to identifying team goals and objectives • raise occupational health and safety issues with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation • understand, acknowledge and accurately represent to others where required, views and opinions of individuals or a group

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Planning and organising	• prioritise request/s for assistance in accordance with agency protocols and legislation where required • receive, record and relay information • summarise and communicate information using clear and appropriate language, in accordance with the organisation's policies and procedures
Self-management	• maintain readiness in periods of low operational activity • manage stress • respond calmly to multiple demands in high operational activity
Learning	• learn about communication protocols • learn about the meaning of occupational health and safety signs and symbols relevant to area of work • learn about the types of emergencies (with regards to relevant legislation)
Technology	• effectively use telephony equipment, radios, computer systems and associated software • use equipment designed to receive incoming incident calls/enquiries in accordance with the organisation's and supplier's procedures • use equipment relating to incident/information management

Packaging Rules

11 units of competency are required for this qualification including:

- 8 core units
- 3 elective units

Choose a minimum of 1 elective units from the Group A or Group B lists below.

Choose the remaining 2 elective units from either the elective list below **or** elsewhere within this training package **or** another endorsed training package, **or** accredited course.

Only one unit may be chosen from the Group A elective list.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

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Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

The pre-requisite units attached to any of the units must be undertaken and are additional to the number of units required for the qualification.

Code	**Core Units**
PUACOM001C	Communicate in the workplace
PUAECO001A	Operate telephony systems
PUAECO002A	Process emergency incident calls and enquiries
PUAECO003A	Operate and control radio networks
PUAECO004A	Operate computer aided dispatch system
PUAECO005A	Dispatch resources from within an emergency communications centre
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUATEA001B	Work in a team
Code	**Elective Units**
Group A	
PUAEME001B	Provide emergency care
HLTFA201B	Provide basic emergency life support
Code	**Elective Units**
Group B	
PUAECO006A	Read and interpret maps
PUAECO007A	Respond to and maintain monitored alarm systems
PUAECO008A	Receive and action notification of uncontrolled hazardous materials situations ∟ PUAECO001A Operate telephony systems
PUAFIR201B	Prevent injury
PUAOPE013A	Operate communications systems and equipment
PUASES012A	Work as a team member in an emergency operations centre
PUATEA002B	Work autonomously
PUATEA004D	Work effectively in a public safety organisation

NOTE

HLT unit has been imported from the HLT07 Health Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the

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Customisation of Qualifications section of this volume.

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PUA33112 Certificate III in Public Safety (Biosecurity Response Operations)

Modification History

Release	TP version	Comments
1	PUA12 v1	New qualification.

Description

Not applicable.

Pathways Information

Pathways into the qualification

There are no pre requisites for entering this qualification. This qualification is open to any candidate who has worked in or is likely to work in biosecurity response; either in a field or operations centre role.

Pathways from the qualification

After achieving the PUA33112 Certificate III in Public Safety (Biosecurity Response Operations), candidates may undertake a range of qualifications relevant to their role, such as:

- PUA42912 Certificate IV in Public Safety (Biosecurity Response Leadership)
- PUA52412 Diploma of Public Safety (Biosecurity Response Management).
-

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA33112 Certificate III in Public Safety (Biosecurity Response Operations) have been reproduced in the table below.

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This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	**Employability Skills Statement**
Communication	• control the conversation to ensure necessary information is obtained from the caller • use active listening skills and questioning techniques to clarify issues • use codes, abbreviations, prowords or specialist terminology in the transmission of information
Teamwork	• encourage and acknowledge participation by team members • make contributions to participative arrangements in the workplace (such as occupational health and safety committees team or workgroup meetings) within organisational procedures and scope of responsibilities and competencies • request assistance in the completion of tasks from other team members where appropriate
Problem solving	• identify and communicate difficulties/problem areas to the appropriate person • identify and report faulty equipment in accordance with the organisation's policies and procedures, and employ alternative strategies employed when necessary • make decisions and solve problems to prioritise requests
Initiative and enterprise	• make contributions to identifying team goals and objectives • raise occupational health and safety issues with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation • understand, acknowledge and accurately represent to others where required, views and opinions of individuals or a group
Planning and organising	• prioritise request/s for assistance in accordance with agency protocols and legislation where required • receive, record and relay information • summarise and communicate information using clear and appropriate language, in accordance with the organisation's policies and procedures
Self -management	• maintain readiness in periods of low operational activity • manage stress • respond calmly to multiple demands in high operational activity

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Learning	• learn about communication protocols • learn about the meaning of occupational health and safety signs and symbols relevant to area of work • learn about the types of emergencies (with regards to relevant legislation)
Technology	• effectively use telephony equipment, radios, computer systems and associated software • use equipment designed to receive incoming incident calls/enquiries in accordance with the organisation's and supplier's procedures • use equipment relating to incident/information management

Packaging Rules

10 units of competency are required for this qualification including:

- 5 core units
- 5 elective units

Choose 1 elective unit from the Group A list below.

Choose a minimum of 2 elective units from the Group B list below.

Choose the remaining 2 elective units from either the Group B elective list below, or elsewhere within this training package, or another endorsed training package or accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Although some units within this qualification have prerequisite units (in a fire context), those prerequisites are not required for this qualification.

Code	Core Units
PUACOM001C	Communicate in the workplace
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUATEA001B	Work in a team
AHCBIO301A	Work effectively in an emergency disease or pest plant response

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Code	Elective Units
Group A	
PUACOM003B	Manage information
PSPGOV307B	Organise workplace information
Code	**Elective Units**
Group B	
PUAECO006A	Read and interpret maps
PUAEQU001B	Prepare, maintain and test response equipment
PUAFIR209B	Work safely around aircraft
PUAOHS002B	Maintain safety at an incident scene
PUAOPE013A	Operate communication systems and equipment
PUAOPE015A	Conduct briefings and debriefings
PUAOPE020A	Lead a crew
PUASES012A	Work as a team member in an emergency operations centre
PUAVEH001B	Drive vehicles under operational conditions
AHCBIO202A	Follow site quarantine procedures
AHCBIO302A	Identify and report unusual disease or plant pest signs
AHCBIO303A	Carry out emergency disease or plant pest control procedures at infected premises
AHCBIO304A	Carry out movement and security procedures
AHCBIO402A	Carry out field surveillance for a specific emergency disease or plant pest
AHCNAR302A	Collect and preserve biological samples
PSPGOV417A	Identify and treat risks

NOTE

AHC units have been imported from the AHC10 Agriculture Horticultural, Conservation and Land Management Training Package.

PSP units have been imported from the PSP04 Public Sector Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA40112 Certificate IV in Public Safety (Aboriginal or Torres Strait Islander Community Policing)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA40110. Packaging rules wording revised, units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

In the public safety industry, qualification pathways depend on a range of factors specific to each industry such as organisational/agency structure, promotional structure and rank structure.

Liaison and community policing qualifications have been developed to set agreed minimum standards that should be contextualised within the specifics of each jurisdiction/agency/ organisational policy and procedure.

Pathways for candidates considering this qualification may include:

- achievement of the PUA30112 Certificate III in Public Safety (Aboriginal or Torres Strait Islander Community Policing)
- appropriate vocational experience in a range of environments providing liaison services between communities and others or in providing support services to communities
- appropriate experience working as a volunteer
- appropriate experience participating in community activities

Pathways from the qualification

After achieving the PUA40112 Certificate IV in Public Safety (Aboriginal or Torres Strait Islander Community Policing), candidates may undertake a range of qualifications relevant to their role. Pathways for candidates considering this qualification may include to:

- commence the PUA50212 Diploma of Public Safety (Policing)
- undertake community/policing related qualifications

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Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA40112 Certificate IV in Public Safety (Aboriginal or Torres Strait Islander Community Policing) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification as Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ interact with others effectively ▸ legitimately collect and document relevant information ▸ provide information to other organisations in a clear, concise and comprehensive manner
Teamwork	▸ minimise workplace risks to self, colleagues and the public ▸ provide encouragement, support and advice to personnel as required ▸ mentor people as required
Problem solving	▸ explore possible resolutions or compromises ▸ readily identify and critically evaluate problems and barriers to resolution and develop and plan a range of response options ▸ resolve conflict
Initiative and enterprise	▸ analyse, note and disseminate features particular to a patrol area ▸ correctly analyse emergent situations and take appropriate actions, including requests for further assistance ▸ regularly use self-assessment and reflection in practice to monitor performance against established standards and to accurately identify personal strengths and weaknesses
Planning and organising	▸ involve other community groups/organisations when opportune, to help reach a solution

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	▸ note and file outcomes of the proceedings and complete reports where required according to organisation requirements ▸ plan and implement personal improvement plans
Self-management	▸ assess competing demands and organise within time constraints to achieve individual, team and organisational priorities ▸ maintain an acceptable demeanour (in relation to issues such as appearance, confidence, deportment, dress standard) ▸ organise and manage time effectively
Learning	▸ learn about acceptable/non-acceptable behaviour and practices ▸ learn about professional standards ▸ learn about the rules of evidence
Technology	▸ manage computers and information ▸ select appropriate equipment

Packaging Rules

7 units of competency are required for this qualification including:

- 7 core units

Code	Core Units
PUACOM007B	Liaise with other organisations
PUALAW003B	Give evidence in a judicial or quasi-judicial setting
PUAPOLGD002A	Apply policing methods
PUAPOLGD003A	Undertake initial police investigation
PUAPOLGD009A	Manage involvement in the judicial process
PUAPOLGD011A	Manage personal and ethical performance
PUAPOLIM006A	Enhance status as a role model in an Aboriginal or Torres Strait Islander community

NOTE

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA40212 Certificate IV in Public Safety (SES Leadership)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA40210. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification and pathways from the qualification

Within the SES sector, pathways into and from qualifications are based on organisational requirements and capabilities, as well as the requirement to meet unit of competency pre-requisites.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA40212 Certificate IV in Public Safety (SES Leadership) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

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Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ check team members' understanding of objectives and standards ▸ communicate objectives and required standards ▸ consult team members about implementing new work practices ▸ encourage discussion, analyses and evaluation by personnel of their anticipated or actual roles in the activity they are in ▸ interview ▸ make presentations at community group gatherings, special interest forums, other organisation forums, community events and festivals ▸ present information in a format suitable for analysis, interpretation and dissemination ▸ present information, which may include routine and complex reports and submissions, briefing notes, ministerials, proposals, project plans, articles and promotional material ▸ provide regular constructive feedback on all aspects of work performance ▸ provide team members with up-to-date information ▸ refer non-routine requests for information to an appropriate person
Teamwork	▸ acknowledge contributions to team operations ▸ apply interpersonal skills ▸ consult team members ▸ encourage and support team members ▸ improve performance of teams and individuals ▸ inform relevant personnel involved in the activity of debriefing requirements ▸ lead and supervise individuals and teams ▸ maintain a team ▸ manage and develop individuals and teams ▸ use coaching and mentoring as development tools ▸ use team members' skills
Problem solving	▸ allocate resources to facilitate required outcomes ▸ apply conflict resolution and negotiation techniques ▸ follow up brief/debrief actions, which may include addressing issues identified ▸ identify, analyse and develop solutions for difficulties in achieving required outcomes

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Employability Skill	Employability Skills Statement
	▸ manage difficulties to achieve positive outcomes ▸ review activity against the policies, practices and training of the organisation to identify any discrepancies ▸ review information held by the organisation to determine suitability and accessibility ▸ use problem solving
Initiative and enterprise	▸ identify and access required resources in accordance with organisation's policy and procedures ▸ identify brief/debrief follow-up actions and act upon them in a timely manner ▸ prepare plans to obtain information which is not available or accessible within the organisation ▸ report the results of information gathering, analysis and synthesis so they can be input to policy development and organisation decision making ▸ select an appropriate location for the brief/debrief
Planning and organising	▸ collect appropriate incident information ▸ determine and identify the information needs of individuals/teams and the sources ▸ develop an action plan to meet individual and team training and development needs ▸ identify and assess training needs of individuals and the team ▸ monitor and evaluate resource usage against targets and organisational standards ▸ plan and prepare a briefing/debriefing in accordance with the organisation's policy and procedures ▸ store equipment stock and supplies in accordance with organisation's policy and procedures ▸ summarise and record brief/debrief findings if appropriate in a format suitable for subsequent action by the appropriate personnel
Self-management	▸ collect information that is timely and relevant to the needs of individuals/teams ▸ participate in conferences ▸ provide leadership to individuals and teams ▸ report the results of information gathering, analysis and synthesis within specified time frames and to the standard defined by the organisation
Learning	▸ learn about maintaining records of resource allocation and usage in accordance with relevant legislation and organisational guidelines ▸ learn about organisation's policies, and organisation's

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Employability Skill	Employability Skills Statement
	procedures for activity debriefing, practices and training processes in relation to activity ▸ support and participate in development activities
Technology	▸ analyse, which may include application of statistical methods ▸ complete mathematical calculations ▸ know about the organisation's policy, procedures and standards for technology and data associated with management information systems ▸ operate resource management systems for example, computer database resource lists ▸ use computer-based tools to produce resource reports ▸ use management information systems to store and retrieve data for decision making ▸ use management information systems, which may include computers, communication channels, records management, market trends, registries and file records, basic statistical information

Packaging Rules

12 units of competency are required for this qualification including:

- 5 core units
- 7 elective units

Choose a minimum of 5 elective units from the list below.

Choose the remaining 2 elective units from either the elective lists below, **or** from elsewhere within this training package, **or** another endorsed training package, **or** accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

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The pre-requisite units attached to any of the units must be undertaken and are additional to the number of units required for the qualification.

Code	Core Units
PUACOM003B	Manage information
PUACOM005B	Foster a positive organisational image in the community
PUAMAN002B	Administer work group resources
PUAOPE015A	Conduct briefings and debriefings
PUATEA003B	Lead, manage and develop teams
Code	**Elective Units**
PUAAMS007B	Coordinate search and rescue operations
PUACOM002B	Provide services to clients
PUACOM008B	Develop and organise public safety awareness programs
PUACOM012B	Liaise with media at a local level
PUACOM013B	Administer a local public safety group
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUALAW001B	Protect and preserve incident scene
PUALAW002B	Conduct initial investigation at incident scene
PUALAW003B	Give evidence in a judicial or quasi-judicial setting
PUAPRO001B	Promote a learning environment in the workplace
PUASES010A	Plan, activate and maintain a communications network ∟ PUAOPE013A Operate communications systems and equipment
PUAVEH001B	Drive vehicles under operational conditions
TAEDEL301A	Provide work skill instruction
For the purposes of gaining a qualification the following three units count as one unit*:	
TAEASS401B *	Plan assessment activities and processes
TAEASS301B *	Contribute to assessment
OR	
TAEASS402B *	Assess competence
TAEASS403B *	Participate in assessment validation

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NOTE

TAE units have been imported from the TAE10 Training and Education Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA41012 Certificate IV in Public Safety (Leadership)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA41004. Packaging rules wording revised, imported units updated, elective groupings changed. Equivalent.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA41012 Certificate IV in Public Safety (Leadership) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement
Communication	• advise and involve the community in public safety activities, presentations at community group gatherings, special interest forums, other organisation forums, community events and

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	festivals • explain and promote the organisation's activities • participate in conferences • represent the organisation's position on particular issues in a way which acknowledges community concerns and promotes community awareness • write reports
Teamwork	• allocate resources, which may include considering urgency, cost effectiveness, accessibility, maintenance demands, availability and deployment time • collect timely information that is relevant to the needs of individuals/teams • determine the information needs of individuals/teams and identify the sources • gather and disseminate information to appropriate personnel within the specified timeframe
Problem solving	• allocate resources to facilitate required outcomes • analyse feedback and cooperation with community groups • analyse, which may include problem solving • brief and debrief content and format, which may include problem based approaches • provide advice that takes into account type of risk, locality, and protection of life, property and the environment • review activity against the policies, practices and training of the organisation to identify any discrepancies • review information held by the organisation to determine suitability and accessibility
Initiative and enterprise	• identify and act upon briefing and debriefing follow-up actions in a timely manner • prepare plans to obtain information which is not available or accessible within the organisation • report the results of information gathering, analysis and synthesis so they can be input to policy development and organisation's decision making • select an appropriate location for the brief/debrief
Planning and organising	• conduct inspections to provide for relevant information for pre-incident planning • evaluate resource usage against targets and organisational standards • gather, analyse, synthesise and report information within specified timeframes and to the standard defined by the organisation • monitor resource usage • plan and prepare a briefing/debriefing in accordance with

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	organisation's policy and procedures • report the results of information gathering, analysis and synthesis so they can be input to policy development and organisation's decision making • store equipment stock and supplies in accordance with organisation's policy and procedures
Self-management	• analyse needs • manage and store equipment stock and supplies in accordance with organisation's policy and procedures • provide leadership to individuals and teams • voice personal view to the review process
Learning	• learn about legislative requirements relevant to emergency management • learn about organisation's policies • learn about organisation's procedures for activity debriefing • learn about practices and training processes in relation to activity • learn about reporting procedures of the organisation • learn about techniques for the prioritisation and evaluation of public safety risk management systems • maintain records of resource allocation and usage in accordance with relevant legislation and organisational guidelines • support and participate in development activities
Technology	• ensure that computer-based tools are used to produce resource reports • use basic statistical information • use communication channels • use information technology effectively • use management information systems that may include computers • use management information systems to store and retrieve data for decision making • use market trends • use records management systems, registries and file records

Packaging Rules

13 units of competency are required for this qualification including:

- 5 core units
- 8 elective units

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Choose 1 elective unit from the Group A list below.

Choose a minimum of 5 elective units from the Group B list below.

Choose the remaining 2 elective units from either the Group B elective list below or elsewhere within this training package, or another endorsed training package, or accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

The pre-requisite units attached to any of the units must be undertaken and are additional to the number of units required for the qualification.

Code	**Core Units**
PUACOM001C	Communicate in the workplace
PUACOM003B	Manage information
PUACOM005B	Foster a positive organisational image in the community
PUAMAN002B	Administer work group resources
PUAOPE015A	Conduct briefings and debriefings
Code	**Elective Units**
Group A	
PUATEA003B	Lead, manage and develop teams
BSBWOR402A	Promote team effectiveness
Code	**Elective Units**
Group B	
PUAAMS007B	Coordinate search and rescue operations
PUACOM002B	Provide services to clients
PUACOM008B	Develop and organise public safety awareness programs
PUACOM012B	Liaise with media at a local level

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PUACOM013B	Administer a local public safety group
PUAEMR008B	Contribute to an emergency risk management process
PUAEMR026	Treat operational risk
PUAEMR029	Plan and implement a treatment measure
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUALAW001B	Protect and preserve incident scene
PUALAW002B	Conduct initial investigation at incident scene
PUALAW003B	Give evidence in a judicial or quasi-judicial setting
PUAMAN007B	Manage financial resources
PUAMAN008B	Manage physical resources
PUAPRO001B	Promote a learning environment in the workplace
PUASES010A	Plan, activate and maintain a communications network ∟ PUAOPE013A Operate communications systems and equipment
PUASES012A	Work as a team member in an emergency operations centre
PUAVEH001B	Drive vehicles under operational conditions
TAEDEL301A	Provide work skill instruction
For the purposes of gaining a qualification the following three units count as one unit*:	
TAEASS401B *	Plan assessment activities and processes
TAEASS301B *	Contribute to assessment
OR	
TAEASS402B *	Assess competence
TAEASS403B *	Participate in assessment validation

NOTE

BSB unit has been imported from the BSB07 Business Services Training Package.

TAE units have been imported from the TAE10 Training and Education Training Package.

Information about customising PUA12 Public Safety Training Package qualifications is in the Customising of Qualifications section.

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PUA41112 Certificate IV in Public Safety (Community Safety)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA41104. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA41112 Certificate IV in Public Safety (Community Safety) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement
Communication	• answer general enquiries • listen to questions • make presentations at community group gatherings, special

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	interest forums, other organisation forums, community events and festivals • participate in conferences • provide advice on prevention and mitigation techniques in a way that acknowledges community concerns • provide information in a format suitable for analysis, interpretation and dissemination
Teamwork	• collect information that is timely and relevant to the needs of individuals/teams • determine the information needs of individuals/teams and identify the sources • develop networks and relationships • gather information which is disseminated to appropriate personnel within the specified timeframe • liaise effectively • participate in regular meetings and forums • support mutual cooperation • suggest and debate practical consultation and decision making strategies
Problem solving	• analyse, which may include problem solving • assess credibility, accuracy and currency of available risk information • identify sources of useful, credible information through stakeholders, community networks and interested parties • review information held by the organisation to determine suitability and accessibility • seek additional information from specialists, organisations and other stakeholders regarding information gaps and conflicting data or views
Initiative and enterprise	• analyse documented risk assessments • analyse family and historical records • analyse, which may include critical analysis • prepare plans to obtain information which is not available or accessible within the organisation • report the results of information gathering, analysis and synthesis so they can be input to policy development and organisation decision making • source information, which may include community information, credible individuals, group and community leaders
Planning and organising	• develop risk statements jointly by considering sources of risk, elements at risk and community/environmental vulnerability • develop with others, a draft project plan that is jointly refined and finalised prior to communication with stakeholders • identify organisational resources that can be provided to support

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	the emergency risk management process
Self-management	• collect information that is timely and relevant to the needs of individuals/teams • demonstrate commitment by sharing knowledge and expertise, completing allocated tasks on time and encouraging others to help achieve common goals • place overall community safety outcomes above personal or organisational/constituency interests • provide input to help assess the effectiveness of existing treatment strategies • report information gathering, analysis and synthesis within specified timeframes and to the standard defined by the organisation
Learning	• learn about active listening • learn about reporting procedures of the organisation • learn about the promotion of two-way communication with organisation/constituency
Technology	• locate and interpret community information • know risks, which may include technology/technical issues • make technology available in the work area/organisation to manage information • use information systems, which may include computers; communication channels; records management; market trends, registries and file records, basic statistical information • use management information systems to store and retrieve data for decision making

Packaging Rules

12 units of competency are required for this qualification including:

- 4 core units
- 8 elective units

Choose a minimum of 3 elective units from the Group A list below.

Choose a minimum of 3 elective units from the Group A and B elective lists below.

Choose the remaining 2 elective units from elsewhere in this training package or another endorsed training package or accredited course.

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All elective units selected from outside this qualification must be selected an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

The pre-requisite units attached to any of the units must be undertaken and are additional to the number of units required for the qualification.

Code	Core Units
PUACOM003B	Manage information
PUACOM005B	Foster a positive organisational image in the community
PUACOM007B	Liaise with other organisations
PUAEMR008B	Contribute to an emergency risk management process
Code	**Elective Units**
Group A	
PUACOM006B	Plan and conduct a public safety awareness program
PUACOM015B	Conduct community safety activities
OR	
PUAFIR301B	Undertake community safety activities
PUAEMR027	Assess operational risk
PUAEMR026	Treat operational risk
PUAFIR403B	Assess building plans
PUAFIR404B	Inspect dangerous goods facilities ∟ PUAFIR304B Assess building plans
PUAFIR405B	Collect, analyse and provide regulatory information
PUAFIR507B	Inspect building fire safety systems ∟ PUAFIR302B Suppress urban fire ∟ PUAFIR314B Utilise installed fire safety systems ∟ PUAFIR403B Assess building plans
PUAFIR509B	Implement prevention strategies
OR	
PUAEMR029	Plan and implement a treatment measure

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PUAFIR510B	Inspect for legislative compliance ∟ PUAFIR301B Undertake community safety activities
PUAOPE011B	Inspect property and facilities
PUAPOL036B	Provide crime prevention advice through environmental design
PUAWER005B	Operate as part of an emergency control organisation
PUAWER009B	Participate as a member of an initial workplace emergency response team
CHCDFV402C	Manage own professional development in responding to domestic and family violence
CHCDFV404C	Promote community awareness of domestic and family violence

Group B

PUACOM011B	Develop community awareness networks
PUACOM012B	Liaise with media at a local level
PUALAW001B	Protect and preserve incident scene
PUALAW003B	Give evidence in a judicial or quasi-judicial setting
PUALAW004B	Represent the organisation in a judicial or quasi-judicial setting
PUAMAN002B	Administer work group resources
PUAMAN005B	Manage projects
PUAOPE015A	Conduct briefings and debriefings
PUATEA003B	Lead, manage and develop teams
AHCCCF406A	Facilitate ongoing group development
AHCILM506A	Operate within community cultures and goals
BSBMGT401A	Show leadership in the workplace
BSBWOR401A	Establish effective workplace relationships
CHCYTH301D	Work effectively with young people
CHCGROUP403D	Plan and conduct group activities
CHCPOL403B	Undertake research activities
PSPPOL401A	Contribute to policy development
PSPREG402C	Promote client compliance
SITXMPR001A	Coordinate production of brochures and marketing materials
SISXRES402A	Support implementation of environmental management practices
TAEDEL301A	Provide work skill instruction

For the purposes of gaining a qualification the following three units count as one unit*:

TAEASS401B *	Plan assessment activities and processes

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TAEASS402B *	Assess competence
OR	
TAEASS301B *	Contribute to assessment
TAEASS403B *	Participate in assessment validation

NOTES

AHC units have been imported from the AHC10 Agriculture, Horticulture, Conservation and Land Management Training Package.

BSB units have been imported from the BSB07 Business Services Training Package.

CHC units have been imported from the CHC08 Community Services Training Package.

PSP units have been imported from the PSP04 Public Sector Training Package.

SIS unit has been imported from the SIS10 Sport, Fitness and Recreation Training Package.

SIT unit has been imported from the SIT07 Tourism, Hospitality and Events Training Package.

TAE units have been imported from the TAE10 Training and Education Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA42512 Certificate IV in Public Safety (Disaster Victim Identification Operations)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA42610. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at this qualification level, such as:

- working in an beach or marine rescue management role
- with vocational experience in beach or marine management roles.

Pathways from the qualification

After achieving the PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management), candidates may undertake a range of qualifications relevant to their role.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary for PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management)

Employability Skills are part of a unit of competency.

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Employability Skills statements from a selection of units of competency from the PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	**Employability Skills Statement**
Communication	• ensure information is in a form suitable for analysis, interpretation and dissemination • identify information needs and sources • produce resource reports
Teamwork	• collect information that is timely and relevant to the needs of individuals/teams • continually seek, encourage and value contributions from personnel during the briefing or debriefing • provide feedback and encourage contributions from group members
Problem solving	• identify, analyse and develop solutions for difficulties in achieving required outcomes • review information held by the organisation to determine suitability and accessibility • review the activity against the policies, practices and training of the organisation to identify any discrepancies
Initiative and enterprise	• identify briefing or debriefing follow-up actions and act upon them in a timely manner • manage difficulties to achieve positive outcomes • prepare plans to obtain information which is not available or accessible within the organisation
Planning and organising	• allocate resources to facilitate required outcomes • analyse information to identify relevant trends and developments in terms of the needs for which it was acquired • prepare briefing and/or debriefing plan in accordance with organisational policies and procedures
Self-management	• lead and manage group processes • provide leadership to individuals and teams
Learning	• support and participate in development activities • use coaching and mentoring as development tools
Technology	• use management information systems to store and retrieve data for decision making • use technology available in the work area/organisation to manage information

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Packaging Rules

12 units of competency are required for this qualification including:

- 5 core units
- 7 elective units

Choose a minimum of 5 elective units from the list below.

Choose the remaining 2 elective units from either the elective list below or elsewhere within this training package or another endorsed training package or accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	Core Units
PUACOM001C	Communicate in the workplace
PUACOM003B	Manage Information
PUAMAN002B	Administer work group resources
PUAOPE015A	Conduct briefings and debriefings
PUATEA003B	Lead, manage and develop teams
Elective Units	
PUAAMS007B	Coordinate search and rescue operations
PUACOM002B	Provide services to clients
PUACOM005B	Foster a positive organisational image in the community
PUACOM007B	Liaise with other organisations
PUACOM012B	Liaise with media at a local level
PUACOM013B	Administer a local public safety group
PUAEMR027	Assess operational risk
PUAEMR026	Treat operational risk

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PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUAOHS002B	Maintain safety at an incident scene
PUAOPE012A	Control a Level 1 incident
PUAOPE027A	Undertake beach safety management activities
PUASAR011C	Search as a member of an aquatic search team
SISCAQU201A	Monitor pool water quality
SISCAQU304A	Maintain pool water quality
SISCAQU305A	Implement aquatic facility plant and equipment maintenance program
SISCAQU416A	Coordinate lifeguard service at an aquatic facility

NOTES

SIS units have been imported from the SIS10 Sport, Fitness and Recreation Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA42712 Certificate IV in Public Safety (Emergency Communications Centre Operations)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA42710. Packaging rules wording revised, imported units updated, elective groupings changed. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at this qualification level, such as:

- after achieving the PUA33012 Certificate III in Public Safety (Emergency Communications Centre Operations)
- after achieving the PUA30512 Certificate III in Public Safety (SES Operations)
- after achieving the PUA30612 Certificate III in Public Safety (Firefighting and Emergency Operations)
- after achieving the PUA30712 Certificate III in Public Safety (Firefighting Operations)
- after achieving the PUA31312 Certificate III in Public Safety (Aquatic Search and Rescue)
- with extensive vocational experience in emergency communications centre operations roles.

Pathways from the qualification

After achieving the PUA42712 Certificate IV in Public Safety (Emergency Communications Centre Operations), candidates may undertake a range of qualifications relevant to their role.

Licensing/Regulatory Information

Not applicable.

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Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills Summary for PUA42712 Certificate IV in Public Safety (**Emergency Communications Centre Operations**)

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA42712 Certificate IV in Public Safety (Emergency Communications Centre Operations) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement
Communication	• communicate effectively with peers and agency management • liaise with appropriate agencies to meet service delivery requirements • record incident and or event information accurately in accordance with organisational requirements
Teamwork	• allocate, supervise and review shift activities of the team • maintain effective coordination and liaison with support services and other agencies to optimise incident resourcing • maintain liaison with senior management and on-call personnel
Problem solving	• analyse and remediate system faults and equipment failures • identify improvements/amendments to policy, systems and procedures • review activity against the policies, practices and training to identify any discrepancies
Initiative and enterprise	• identify threats and events that are likely to impact on the emergency communications centre's ability to maintain service delivery • monitor welfare and safety of personnel and take appropriate action as required • select an appropriate location for the brief/debrief
Planning and organising	• maintain emergency communications centre staffing levels during times of peak workload • maintain rosters, in accordance with level of responsibility • maintain physical resources required for the operations of the centre at an appropriate level

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Self-management	• manage time effectively • operate under general direction and limited supervision • participate as a member of the management team as required
Learning	• learn about the principles of leadership • learn about the principles of supervision • learn about self management issues such as time management, workplace administration requirements
Technology	• manage information systems • retrieve and collate data from the organisation's system

Packaging Rules

14 units of competency are required for this qualification including:

- 11 core units
- 3 elective units

Choose the 3 elective units from either the elective list below **or** elsewhere within this training package, **or** another endorsed training package, **or** accredited course.

Only 1 elective unit may be chosen from the Group A elective list.

Only 1 elective unit may be chosen from the Group B elective list.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	Core Units
PUAECO009A	Coordinate emergency communications centre operations
PUAECO010A	Maintain standards of emergency service delivery
PUACOM001C	Communicate in the workplace
PUACOM003B	Manage information

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PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUAOPE015A	Conduct briefings and debriefings
PUATEA001B	Work in a team
PUATEA002B	Work autonomously
PUATEA003B	Lead, manage and develop teams
BSBCON401A	Work effectively in a business continuity context
TAEDEL301A	Provide work skill instruction

Code	**Elective Units**
Group A	
BSBOHS405B	Contribute to the implementation of emergency procedures
BSBOHS407A	Monitor safe workplaces

Code	**Elective Units**
Group B	
TAEASS301B	Contribute to assessment
*The following three TAAASS units only count for one unit:	
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation

Code	**Elective Units**
Group C	
PUACOM012B	Liaise with media at a local level
PUAECO011A	Support logistics in the field
PUAMAN005B	Manage projects

NOTE

BSB units have been imported from the BSB07 Business Services Training Package.

TAE units have been imported from the TAE10 Training and Education Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA42912 Certificate IV in Public Safety (Biosecurity Response Leadership)

Modification History

Release	TP version	Comments
1	PUA12 v1	New qualification.

Description

Not applicable.

Pathways Information

Pathways into the qualification

There are no pre requisites for entering this qualification. This qualification is open to any candidate who has worked in or is likely to work in a leadership role in biosecurity response; either in a field or operations centre role.

Pathways from the qualification

After achieving the PUA42912 Certificate III in Public Safety (Biosecurity Response Leadership), candidates may undertake a range of qualifications relevant to their role, such as:

- PUA52412 Diploma of Public Safety (Biosecurity Response Management).
-

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA42912 Certificate IV in Public Safety (Biosecurity Response Leadership) have been reproduced in the table below.

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This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skills	**Employability Skills Statements**
Communication	• advise and involve the community in public safety activities, presentations at community group gatherings, special interest forums, other organisation forums, community events and festivals • participate in conferences • represent the organisation's position on particular issues in a way which acknowledges community concerns and promotes community awareness • write reports
Teamwork	• allocate resources, which may include considering urgency, cost effectiveness, accessibility, maintenance demands, availability and deployment time • collect timely information that is relevant to the needs of individuals/teams • determine the information needs of individuals/teams and identify the sources • gather and disseminate information to appropriate personnel within the specified timeframe
Problem solving	• allocate resources to facilitate required outcomes • analyse feedback and cooperation with community groups • analyse, which may include problem solving • brief and debrief content and format, which may include problem based approaches • provide advice that takes into account type of risk, locality, and protection of life, property and the environment • review activity against the policies, practices and training of the organisation to identify any discrepancies • review information held by the organisation to determine suitability and accessibility
Initiative and enterprise	• identify and act upon briefing and debriefing follow-up actions in a timely manner • prepare plans to obtain information which is not available or accessible within the organisation • report the results of information gathering, analysis and synthesis so they can be input to policy development and organisation's decision

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	making • select an appropriate location for the brief/debrief
Planning and organisation	• conduct inspections to provide for relevant information for pre-incident planning • evaluate resource usage against targets and organisational standards • gather, analyse, synthesise and report information within specified timeframes and to the standard defined by the organisation • monitor resource usage • plan and prepare a briefing/debriefing in accordance with organisation's policy and procedures • report the results of information gathering, analysis and synthesis so they can be input to policy development and organisation's decision making • store equipment stock and supplies in accordance with organisation's policy and procedures
Self-management	• analyse needs • manage and store equipment stock and supplies in accordance with organisation's policy and procedures • provide leadership to individuals and teams • voice personal view to the review process
Leadership	• learn about legislative requirements relevant to emergency management • learn about organisation's policies • learn about organisation's procedures for activity debriefing • learn about practices and training processes in relation to activity • learn about reporting procedures of the organisation • learn about techniques for the prioritisation and evaluation of public safety risk management systems • maintain records of resource allocation and usage in accordance with relevant legislation and organisational guidelines • support and participate in development activities
Technology	• ensure that computer-based tools are used to produce resource reports • use basic statistical information • use communication channels • use information technology effectively • use management information systems that may include computers • use management information systems to store and retrieve data for decision making • use market trends • use records management systems, registries and file records

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Packaging Rules

11 units of competency are required for this qualification including:

- 5 core units
- 6 elective units

Choose a minimum of 4 elective units from the Group A and/or B lists below.

Choose the remaining 2 elective units from either the Group A and/or B lists below or elsewhere within this training package or another endorsed training package or accredited course.

Only 1 unit may be chosen from the Group A elective list.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	**Core Units**
PUAMAN002B	Administer workgroup resources
PUAOPE015A	Conduct briefings/debriefings
AHCBIO501A	Manage active operational emergency disease or plant pest sites
PSPGOV417A	Identify and treat risks
TLIG3002A	Lead a work team or group
Code	**Elective Units**
Group A	
PUAOHS003B	Implement and monitor the organisation's OH&S policies, procedures and programs
AHCOHS401A	Maintain occupational health and safety (OHS) processes
Code	**Elective Units**
Group B	
PUACOM006B	Plan and conduct a public awareness campaign
PUAEMR014A	Deliver recovery services

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PUAOPE007B	Command agency personnel within a multi agency emergency response
PUAOPE012A	Control a level 1 incident
PUAOPE016A	Manage a multi-team sector
PUAOPE021A	Manage information function at an incident
PUAOPE022A	Manage logistics for a Level 2 incident
PUAOPE023A	Manage operations for a Level 2 incident
PUAOPE025A	Manage planning for a Level 2 incident
AHCBIO401A	Supervise activities on infected premises
AHCPMG601A	Develop a plant pest survey strategy
AHCPMG602A	Develop a plant pest destruction strategy
BSBWOR403A	Manage stress in the workplace

NOTE

AHC units have been imported from the AHC10 Agriculture Horticultural, Conservation and Land Management Training Package.

BSB unit has been imported from the BSB07 Business Services Training Package.

PSP unit has been imported from the PSP04 Public Sector Training Package.

TLI unit has been imported from the TLI10 Transport and Logistics Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA50112 Diploma of Public Safety (Police Search and Rescue - Coordination)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA50110. Packaging rules wording revised, units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

In the public safety industry, qualification pathways depend on a range of factors specific to each industry such as organisational/agency structure, promotional structure and rank structure.

Policing qualifications have been developed to set agreed minimum standards for police personnel that should be contextualised within the specifics of each Police jurisdiction/ agency/organisational policy and procedure.

A recruit will join a Police agency, generally become a Police Officer and subsequently move into a specialist role (such as a supervisor, detective, dog handler, scientific officer etc.).

Therefore, the recruit will be equipped vocationally with generic Police competencies, and often move into a supervising, managing, leading role or into a technical specialist role.

Pathways for candidates considering this qualification may include:

- an interest in search and rescue
- completion of police jurisdictional specific training
- achievement of the PUA50212 Diploma of Public Safety (Policing)
- entry points that demonstrate potential to undertake vocational education and training at this qualification level, including vocational experience within a range of environments such policing, search and rescue and other relevant environments or relevant work experience in such environments.

Pathways from the qualification

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After achieving the PUA50112 Diploma of Public Safety (Police Search & Rescue – Coordination), candidates may undertake a range of qualifications relevant to their role, either to enhance technical expertise in a specialist area or to move into a supervising or managing role. Pathways for candidates considering this qualification may include to:

- commence the PUA60212 Advanced Diploma of Public Safety (Police Search and Rescue – Management).

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA50112 Diploma of Public Safety (Police Search & Rescue – Coordination) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	**Employability Skills Statement**
Communication	▸ communicate clearly in a group setting ▸ communicate establishment of the facility to participating and relevant personnel/authorities ▸ maintain incident records in accordance with organisational guidelines
Teamwork	▸ acknowledge contributions of personnel in a positive way ▸ provide feedback and encourage contributions from group members ▸ respond to the concerns of individuals and work teams
Problem solving	▸ address concerns held by other agencies positively, honestly and respectfully ▸ deal with and resolve promptly or refer to the appropriate

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	personnel for resolution, issues raised through consultations ▸ use tools and techniques to solve problems
Initiative and enterprise	▸ counsel and mentor colleagues ▸ monitor work environment to ensure it is maintained in line with organisational standards ▸ seek input from others in developing new ideas
Planning and organising	▸ develop an Incident Action Plan ▸ prepare briefing and/or debriefing plans ▸ use media plan to form the media strategy
Self-management	▸ monitor work performance, formally and informally ▸ overtly display professionalism in all day-to-day work activities ▸ retain professionalism under duress
Learning	▸ assess training needs ▸ develop, agree and implement, an action plan to meet individual and team training and development needs ▸ provide on-the-job training to the required organisational standard and to meet team needs
Technology	▸ account for physical resources, which may include technology devices ▸ be aware of equipment characteristics and communication modes when establishing control facility ▸ establish communications systems and procedures to facilitate the functions of control

Packaging Rules

8 units of competency are required for this qualification including:

- 7 core units
- 1 elective unit

Choose the elective unit from either the elective list below or elsewhere within this training package, or another endorsed training package, or accredited course.

Elective unit selected from outside this qualification must be from an equivalent qualification level or higher.

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Elective units selected must not duplicate content already covered by other units in this qualification.

Code	Core Units
PUAAMS006B	Coordinate search and rescue resources
PUAAMS007B	Coordinate search and rescue operations
PUAOPE006A	Control multi-agency emergency situations
PUAOPE015A	Conduct briefings and debriefings
PUAPOLMG004A	Manage media requirements
PUAPOLGD013A	Develop productive working relationships
PUATEA003B	Lead, manage and develop teams
Code	**Elective Units**
PUAOPE009C	Navigate in an aquatic environment
PUAOPE014A	Navigate to an incident

NOTE

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA50212 Diploma of Public Safety (Policing)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA50210. Packaging rules wording revised, units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

In the public safety industry, qualification pathways depend on a range of factors specific to each industry such as organisational/agency structure, promotional structure and rank structure.

Policing qualifications have been developed to set agreed minimum standards for police personnel that should be contextualised within the specifics of each Police jurisdiction/ agency/organisational policy and procedure.

A recruit will join a Police agency, generally become a Police Officer and subsequently move into a specialist role (such as a supervisor, detective, dog handler, scientific officer etc.).

Therefore, the recruit will be equipped vocationally with generic Police competencies, and often move into a supervising, managing, leading role or into a technical specialist role. This qualification engages the candidate who accesses policing for the first time or has limited experience and /or knowledge of policing environments. The qualification will generally be accessed by candidates from varied contexts such as school leavers, candidates who have completed other qualifications and candidates who have experience in other industries and/or completed qualifications in other disciplines.

Pathways for candidates considering this qualification may include:

- achievement of other Public Safety Training Package qualifications at Certificate IV level
- completion of police jurisdictional specific training
- entry points that demonstrate potential to undertake vocational education and training at this qualification level, such as vocational experience in a range of environments at the level supporting this qualification.

Pathways from the qualification

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After achieving the PUA50212 Diploma of Public Safety (Policing), candidates may undertake a range of qualifications relevant to their role. Pathways for candidates considering this qualification may include to:

- commence the PUA61812 Advanced Diploma of Public Safety (Police Supervision)
- undertake specific technical specialist qualifications.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA50212 Diploma of Public Safety (Policing) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ communicate effectively with a wide range of community members such as those with physical/sensory/intellectual impairment and with different cultural backgrounds ▸ communicate in writing (prepare briefs of evidence, exhibit register) ▸ prepare and compile statements
Teamwork	▸ promote the organisation in the community ▸ seek out and respond effectively to feedback related to personal performance ▸ work in a team
Problem solving	▸ make decisions and solve problems ▸ negotiate/resolve/mediate conflict (negotiation can take place with supervisors, colleagues and members of the public) ▸ recognise and accurately assess, situational risks/hazards

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Initiative and enterprise	▸ de-escalate incidents ▸ maintain an acceptable demeanour (in relation to issues such as appearance, confidence, deportment, dress standard) ▸ minimise workplace risks to self, colleagues and the public
Planning and organising	▸ analyse and plan appropriate action ▸ command, control, coordinate initial emergency responses at an incident scene ▸ organise and manage time effectively
Self-management	▸ act autonomously ▸ maintain consistently high levels of professional ethics and integrity in all work practices and dealings with the community ▸ recognise, accurately assess and acknowledge personal strengths and weaknesses
Learning	▸ learn about jurisdictional laws, policy and procedures ▸ learn organisational Codes of Ethics ▸ plan and implement personal improvement plans
Technology	▸ maintain a professional safety first attitude to the use of police equipment ▸ operate interviewing recording equipment ▸ safely operate and use general issue and emergency operational equipment and safety clothing

Packaging Rules

13 units of competency are required for this qualification including:

- 12 core units
- 1 elective unit

Choose the elective unit from either the elective list below, **or** elsewhere within this training package, **or** another endorsed training package, **or** accredited course.

Elective unit selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

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Code	Core Units
PUACOM005B	Foster a positive organisational image in the community
PUAPOLGD001A	Maintain police operational safety
PUAPOLGD002A	Apply policing methods
PUAPOLGD003A	Undertake initial police investigation
PUAPOLGD004A	Gather, collate and record police information
PUAPOLGD005A	Use and maintain police operational equipment
PUAPOLGD006A	Facilitate effective communication in the policing environment
PUAPOLGD007A	Manage persons in care or custody
PUAPOLGD009A	Manage involvement in the judicial process
PUAPOLGD010A	Perform police administrative duties
PUAPOLGD011A	Manage personal and ethical performance
PUAPOLGD012A	Address customer needs
Code	**Elective Units**
PUAPOLGD014A	Drive police vehicles
PUAPOLGD016A	Perform inter-jurisdictional police duties
PUATEA001B	Work in a team

NOTE

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA50312 Diploma of Public Safety (Forensic Investigation)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA50310. Packaging rules wording revised, units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

In the public safety industry, qualification pathways depend on a range of factors specific to each industry such as organisational/agency structure, promotional structure and rank structure.

Policing qualifications have been developed to set agreed minimum standards for police personnel that should be contextualised within the specifics of each Police jurisdiction/ agency/organisational policy and procedure.

A recruit will join a Police agency, generally become a Police Officer and subsequently move into a specialist role (such as a supervisor, detective, dog handler, scientific officer etc.).

Therefore, the recruit will be equipped vocationally with generic Police competencies, and often move into a supervising, managing, leading role or into a technical specialist role.

Civilian employees are usually employed within an agency to perform a specific role but can then move laterally or vertically. Therefore, civilians would be given the opportunity to demonstrate previous experience or present relevant qualifications.

Pathways for candidates considering this qualification may include:

- achievement of the PUA50212 Diploma of Public Safety (Policing)
- completion of police jurisdictional specific training
- achievement of partial or full, higher and vocational qualifications relevant to forensic investigation
- entry points that demonstrate potential to undertake vocational education and training at this qualification level, such as vocational experience within a range of environments such as policing, forensic and other relevant environments or relevant work experience in such environments.

Pathways from the qualification

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After achieving the PUA50312 Diploma of Public Safety (Forensic Investigation), candidates may undertake a range of qualifications relevant to their role, either to contribute to further technical expertise in a specialist area or to move to a supervising or managing role. Pathways for candidates considering this qualification may include to:

- commence the PUA60312 Advanced Diploma of Public Safety (Forensic Investigation)

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA50312 Diploma of Public Safety (Forensic Investigation) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ communicate in writing (clearly and unambiguously) ▸ communicate orally (listen, establish rapport, negotiate, resolve conflict) ▸ record physical evidence prior to examination to ensure continuity and accuracy
Teamwork	▸ discuss and document logistics of the examination with other forensic practitioners as required ▸ effectively communicate safety issues/concerns to colleagues, supervisors and when necessary other emergency service workers and the public ▸ work effectively with a range of practitioners
Problem solving	▸ analyse, make decisions and solve problems in responding to a range of physical evidence contexts including the systematic examination of items of physical evidence

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	▸ implement corrective action to address non-conformance ▸ minimise workplace risks to self, colleagues and the public
Initiative and enterprise	▸ assess need for specialist and/or external agency assistance and request where necessary ▸ identify and report non-conformance of laboratory practice in accordance with quality system requirements ▸ identify system improvements and deficiencies and convey to management
Planning and organising	▸ analyse task requirements and implement strategies to successfully examine and record forensic evidence ▸ organise work effectively ▸ plan, implement and where necessary adapt workplace safety responses to situational contexts
Self-management	▸ confirm arrangements, role and involvement in proceedings ▸ evaluate involvement in the judicial proceedings to inform future practice ▸ follow instructions and directions
Learning	▸ learn about general duty of care responsibilities ▸ learn about organisational policy and procedures covering safety issues/practices ▸ learn about legislative and procedural requirements for the security, protection and preservation of evidence
Technology	▸ accurately use recording equipment and processes to produce evidence that is acceptable in courts ▸ take forensic photographs ▸ use discipline specific laboratory equipment, such as fingerprinting equipment, computer software, photographic equipment

Packaging Rules

9 units of competency are required for this qualification:

- 9 core units

Code	Core Units
PUAPOLFC002B	Maintain a safe forensic working environment
PUAPOLFC003B	Detect, record and collect physical evidence
PUAPOLFC004B	Evaluate and document cases and facilitate analyses
PUAPOLFC005B	Prepare and submit forensic documentation

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PUAPOLFC006B	Contribute to and comply with quality systems
PUAPOLFC008B	Process and interpret comparative evidence
PUAPOLFC022A	Prepare and present specialist forensic evidence or opinion
PUAPOLFC029A	Use and maintain specialist forensic equipment
PUATEA002B	Work autonomously

NOTE

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA50412 Diploma of Public Safety (SES Operations Management)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA50410. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification and pathways from the qualification

Within the SES sector, pathways into and from qualifications are based on organisational requirements and capabilities, as well as the requirement to meet unit of competency pre-requisites.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA50412 Diploma of Public Safety (SES Operations Management) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

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Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	**Employability Skills Statement**
Communication	▸ articulate and model effective communication techniques to the workforce ▸ communicate and document in a clear and concise manner and in appropriate language, individual's rights and obligations under industrial awards/agreements and legislation ▸ develop strategies for effective internal and external dissemination of information to meet the organisation's requirements ▸ listen ▸ manage media liaison to maximise public awareness and to ensure warnings are effectively promulgated ▸ prepare operational reports to organisational standards ▸ provide advice and support sensitive to the individual's needs to people in the performance of their duties ▸ supply relevant and succinct information to media when operational responsibilities are under control and when organisational representative is available to talk to the media ▸ understand language and literacy levels of personnel
Teamwork	▸ accurately and clearly explain relevant provisions of occupational health and safety legislation and codes of practice to the work group ▸ apply knowledge of conflict resolution strategies and techniques ▸ coach ▸ consider special communication needs in developing strategies to avoid discrimination in the workplace ▸ develop networks and relationships and liaise effectively ▸ establish and agree upon goals for people and teams to optimise achievement in work tasks ▸ establish formal and informal networks ▸ establish key performance measures for individuals/work groups ▸ monitor performance of individuals and teams/groups against key performance indicators ▸ resolve conflict ▸ supervise operations centre staff work to ensure it meets relevant occupational health and safety, and other regulatory requirements ▸ use training, education and development plans as part of individual/team performance plans

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Packaging Rules

12 units of competency are required for this qualification including:

- 8 core units
- 4 elective units

Choose a minimum of 2 elective units from the list below.

Choose the remaining 2 elective units from either the list below, **or** from elsewhere within this training package, **or** another endorsed training package, **or** accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Where a pre-requisite unit is attached to a unit it is identified by this symbol ∟.

The pre-requisite units attached to any of the units must be undertaken and are additional to the number of units required for the qualification.

Code	Core Units
PUACOM004B	Manage organisational communication strategies
PUACOM007B	Liaise with other organisations
PUACOM012B	Liaise with media at a local level
PUACOM013B	Administer a local public safety group
PUAEMR022	Establish context for emergency risk assessment
PUAMAN003B	Manage human resources
PUAOHS003B	Implement and monitor the organisation’s occupational health and safety policies, procedures and programs
PUASES011A	Manage emergency operations
Code	**Elective Units**
PUAAMS008B	Manage search and rescue operations

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PUACOM009B	Manage media requirements at major incident
PUACOM011B	Develop community awareness network
PUAEMR023	Assess emergency risk
PUAEMR025	Manage risk treatment implementation
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUALAW002B	Conduct initial investigation at incident scene
PUALAW003B	Give evidence in a judicial or quasi-judicial setting
PUAMAN005B	Manage projects
PUAMAN006B	Manage and facilitate change
PUAOPE012A	Control a Level 1 incident
PUAOPE016A	Manage a multi-team sector
PUAOPE017A	Coordinate resources for a multi-agency incident
PUAOPE019A	Control a Level 3 incident
PUAPRO001B	Promote a learning environment in the workplace
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning
OR	
TAEDEL403A	Coordinate and facilitate distance based learning
TAEDES401A	Design and develop learning programs
TAETAS401A	Maintain training and assessment information

For the purposes of gaining a qualification the following units count as one unit*:

TAEASS401B *	Plan assessment activities and processes
TAEASS301B *	Contribute to assessment
OR	
TAEASS402B *	Assess competence
TAEASS403B *	Participate in assessment validation

NOTES

TAE units have been imported from the TAE10 Training and Education Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA50912 Diploma of Public Safety (Search and Rescue - Coordination)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA50904. Packaging rules wording revised, imported units updated, elective groupings changed. Equivalent.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA50912 Diploma of Public Safety (Search and Rescue - Coordination) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement

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Communication	• apply skills to collect and analyse information, and to effectively communicate and consult with a range of individuals by a range of means • communicate search and rescue procedures and policies to interested and affected persons, groups and organisations in accordance with the needs of those people • document and communicate levels of risk in accordance with organisational policies and procedures • negotiate • use verbal and non verbal skills
Teamwork	• access resources, which may include human resources - personnel within own work area and other areas and personnel from outside statutory bodies/agencies • have knowledge of coaching and team building concepts • have the skills to cooperate as part of a team with minimum supervision • know about each person's role within the Rescue Coordination Centre (RCC) • prepare plans to obtain information which is not available or accessible within the organisation
Problem solving	• assess the capabilities and limitations of assets and continually review resources • consider support requirements, which may include revising make-up of shifts • estimate potential consequence of a risk and the likelihood of that consequence • identify sources of risk from the perspective of all stakeholders • interpret cartographic information, navigation techniques and local and environmental conditions to determine and plan a safe and timely route • review resource needs based on intelligence
Initiative and enterprise	• apply skills that use initiative to achieve goals • determine the availability of required resources using intelligence gathering methods • develop a compromised search area to suit available assets • modify route to address prevailing conditions and, if required, initiate alternate strategies • plan with contingency in accordance with organisational policies and procedures • prepare plans to obtain information which is not available or accessible within the organisation • review resource needs based on intelligence
Planning and	• apply datum search planning principles including calculating a search area consistent with organisational policies and

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organising	procedures; determining search pattern and tracking spacing consistent with organisational policies and procedures; and calculating probability of detection factor consistent with organisational policies and procedures • clearly define the aims, objectives, scope and boundaries of the risk assessment in accordance with organisational policies and procedures • prioritise tasks to determine resource requirements in accordance with the rescue plan • use strategies for obtaining the required resources as determined by the necessities of the search and rescue activity in accordance with organisational policies and procedures
Self-management	• collect information that is timely and relevant to the needs of individuals/teams • make notes of observations • understand coronial requirements in relation to search and rescue • understand hypothermia/hyperthermia factors • understand risk management principles
Learning	• learn about organisational policies and procedures • learn about reference publications/material/documents, which may include IMO Manual; ICAO Manual; NATSAR Manual; MERSAR Manual • learn to collect and analyse information • read and understand the organisation's plans, policies and procedures • understand the personal development plan
Technology	• calculate to establish intended track/area/position in accordance with planned route • maintain databases by updating details on a regular basis as determined by local policies and procedures • manage information with the technology available in the work area/organisation • record in databases • represent mathematical ideas in appropriate format • use databases for contact names; telephone numbers; addresses (where appropriate); aircraft/vessel details; aircraft/vessel requirements • use navigational equipment that includes computers

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Packaging Rules

11 units of competency are required for this qualification including:

- 6 core units
- 5 elective units

Choose 1 elective unit from the Group A list of elective units.

Choose a minimum of 2 elective units from the Group B list below.

Choose the remaining 2 elective units from either the Group B list below or elsewhere within this training package or another endorsed training package or accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	**Core Units**
PUAAMS006B	Coordinate search and rescue resources
PUAAMS007B	Coordinate search and rescue operations
PUACOM001C	Communicate in the workplace
PUACOM003B	Manage information
PUAEMR027	Assess operational risk
PUAOPE015A	Conduct briefings and debriefings
Code	**Elective Units**
Group A	
PUAOPE014A	Navigate to an incident
TDMMH807B	Plan and navigate an offshore passage within the limits of responsibility of a Master 5
LGAPLEM404A	Prepare and present geographic information systems data
Code	**Elective Units**
Group B	

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PUAAMS003B	Conduct stores dropping operations
PUACOM007B	Liaise with other organisations
PUACOM009B	Manage media requirements at major incident
PUACOM012B	Liaise with media at a local level
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUALAW003B	Give evidence in a judicial or quasi-judicial setting
PUAOPE006B	Control multi-agency emergency situations
PUAPOLGD013A	Develop productive working relationships
PUATEA001B	Work in a team
PUATEA003B	Lead, manage and develop teams
TAEDEL301A	Provide work skill instruction
For the purposes of gaining a qualification the following three units count as one unit*:	
TAEASS401B *	Plan assessment activities and processes
TAEASS402B *	Assess competence
OR	
TAEASS301B *	Contribute to assessment
TAEASS403B *	Participate in assessment validation

NOTE

LGA unit has been imported from the LGA04 Local Government Training Package.

TAE units have been imported from the TAE10 Training and Education Training Package.

TDM unit has been imported from the TDM07 Maritime Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA51012 Diploma of Public Safety (Community Safety)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA51004. Packaging rules wording revised, imported units updated, elective groupings changed. Equivalent.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA51012 Diploma of Public Safety (Community Safety) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement
Communication	• document broad tactics, roles, tasks, responsibilities, resource implications and timeframe for implementing the selected

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	strategy • document strategies according to organisational requirements • identify, through research and stakeholder consultation, existing prevention, preparedness, response and recovery strategies • inform stakeholders of progress • negotiate accountability for components of the strategy • maintain accurate records of meetings and communications with stakeholders and project team members • maintain effective communication between working group members
Teamwork	• allocate team roles and responsibilities • apply knowledge of team work principles and strategies • confirm communication and reporting procedures • harness cooperation, motivation and diversity of others • identify treatment actions, resources required, milestones, budget, reporting procedures and roles and responsibilities of project team members • prepare for, participate in and lead meetings to achieve effective outcomes
Problem solving	• adjust implementation action plans following the review process if required • apply knowledge of problem solving and decision making techniques • apply knowledge of risk analysis and management • apply problem solving and decision making techniques • evaluate strategies and limitations and impacts identified and communicated to stakeholders • identify implementation issues and contingencies developed where necessary • identify potential hazards and their consequences • identify problems likely to preclude the implementation of strategies • review planning processes to identify opportunities for improvements
Initiative and enterprise	• identify existing prevention, preparedness, response and recovery strategies through research and stakeholder consultation • use knowledge of techniques for the prioritisation and evaluation of public safety risk management systems • use skills to define and anticipate implementation barriers • use knowledge of the planning process and the kinds of outcomes and benefits for communities
Planning and	• assess and establish performance criteria for the effectiveness of

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organising	treatment implementation • complete treatment activities efficiently • develop consultation strategies • develop effective processes for cooperative planning • develop feasible and effective plans, tactics and activities to achieve treatment objectives • develop information management, reporting and accountability strategies • identify a range of potential prevention, preparedness, response and recovery strategies through researching current best practice, alternative options, and seeking expert opinion • identify characteristics of the risk
Self-management	• establish a project and see it through • obtain commitment and agreement on reviewed strategies as negotiated with stakeholders • use knowledge of culture, diversity and history of communities, environments and associated concerns, issues and sensitivities, perception of risks • use knowledge of current principles and practices to conduct activities which exercise elements of public safety management • use knowledge of organisation's approval procedures • use knowledge of risk management and models • use skills to summarise and explain key information clearly
Learning	• learn about benchmarking best practices in the implementation and review of management processes • learn about emergency risk management terminology; risk; prevention, preparedness, response and recovery concepts and principles; mitigation; organisational requirements for the submission and approval of treatment plans; and reporting of treatment outcomes • learn about legislative and regulatory requirements relevant to emergency management • learn about planning theory and processes • learn about potential hazards and their consequences
Technology	• communicate using information technology, which may include meetings, letters, facsimile, electronic transmission of information • select technologies and processes which most effectively communicate the information • use information technologies, which may include computerised simulations • use resources, which may include project planning software

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Packaging Rules

12 units of competency are required for this qualification including:

- 1 core unit
- 11 elective units

Choose 1 elective from the Group A list below.

Choose 1 elective from the Group B list below.

Choose a minimum of 3 elective units from the Group C list below.

Choose a minimum of 6 elective units from the Group C and/or D lists below.

Choose the remaining 2 elective units from either the list below, or elsewhere within this training package, or another endorsed training package, or accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	**Core Units**
PUAMAN005B	Manage projects
Code	**Elective Units**
Group A	
PUAEMR012B	Determine treatment options
PUAFIR602B	Manage the implementation of community safety strategies
Code	**Elective Units**
Group B	
PUAEMR029	Plan and implement a treatment measure
PUAFIR509B	Implement prevention strategies
Code	**Elective Units**

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Group C	
PUACOM008B	Develop and organise public safety awareness programs
PUAEMR008B	Contribute to an emergency risk management process
PUAEMR009B	Facilitate emergency risk assessment
PUAEMR028	Develop emergency management plans
PUAFIR403B	Assess building plans
PUAFIR404B	Inspect dangerous goods facilities
PUAFIR501B	Conduct fire investigation and analysis activities
PUAFIR504B	Assist with the formulation and implementation of policies
PUAFIR506B	Conduct an assessment of building's performance based design
PUAFIR507B	Inspect building fire safety systems
PUAFIR508B	Assess and evaluate a facility's fire and incident safety management systems
PUAMAN001B	Manage the organisation's public safety responsibility
PUAOHS003B	Implement and monitor the organisation's occupational health and safety policies, procedures and programs
PUAWER002B	Ensure workplace emergency prevention procedures, systems and processes are implemented
PUAWER005B	Operate as part of an emergency control organisation
PUAWER006B	Lead an emergency control organisation
PUAWER009B	Participate as a member of an initial workplace emergency response team
PUAWER010B	Lead an initial workplace emergency response team

Code	**Elective Units**
Group D	
PUACOM003B	Manage information
PUACOM004B	Manage organisational communication strategies
PUALAW003B	Give evidence in a judicial or quasi-judicial setting
PUALAW004B	Represent the organisation in a judicial or quasi-judicial setting
PUAPRO001B	Promote a learning environment in the workplace
PUAPRS20529B	Manage marketing requirements
AHCCCF505A	Contribute to regional planning process
BSBADV507B	Develop a media plan
BSBCMM401A	Make a presentation

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BSBINM501A	Manage an information or knowledge management system
BSBMKG401B	Profile the market
CHCNET503C	Develop new networks
CHCPOL505B	Manage research activities
CHCYTH505D	Support youth programs
LGACOM502B	Devise and conduct community consultations
LGAEHRH604B	Develop and implement environmental health education, promotion and awareness strategies
LGAEHRR504C	Implement public education programs to improve community compliance
LGAPLEM403A	Attend requests for building and planning information and advice
LGAPLEM501A	Achieve an efficient and sustainable use of natural resources
LGAPLEM506A	Improve community knowledge and skills in environmental management practices
NWP505B	Implement and manage environmental management policies, plans, procedures and programs
PSPREG403B	Assess compliance

NOTES

AHC unit has been imported from the AHC10 Agriculture, Horticulture, Conservation and Land Management Training Package.

BSB units have been imported from the BSB07 Business Services Training Packages.

CHC units have been imported from the CHC08 Community Services Training Package.

LGA units have been imported from the LGA04 Local Government Training Package.

NWP unit has been imported from the NWP07 Water industry Training Package.

PSP units have been imported from the PSP04 Public Sector Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA51812 Diploma of Public Safety (Human Source Management)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA51912 Diploma of Public Safety (Mounted Policing)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA52112 Diploma of Public Safety (Police Intelligence Practice)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA52312 Diploma of Public Safety (Emergency Management)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA52310. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at this qualification level.

Pathways from the qualification

After achieving the PUA52312 Diploma of Public Safety (Emergency Management), candidates may undertake a range of qualifications relevant to their role in emergency management.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA52312 Diploma of Public Safety (Emergency Management) have been reproduced in the table below.

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This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement
Communication	• collect and analyse information about known risks, safety concerns, expectations and desired outcomes • develop a strategic plan for risk management • jointly develop recommendations and submitted for approval
Teamwork	• identify and agree roles and responsibilities of team members and stakeholders participate in regular meetings and forums and support mutual • cooperation • outline own role, organisational responsibilities, limits of authority, scope of community knowledge and expertise to other group members
Problem solving	• identify organisational capabilities to manage risk • prepare exercise contingency plan based on risk assessment • resolve disagreements and disputes satisfactorily
Initiative and enterprise	• apply conceptual and analytical skills to develop a strategy to achieve project objectives, outcomes and client requirements • demonstrate influencing skills • suggest and debate practical consultation and decision making strategies
Planning and organising	• identify exercise host and negotiate and secure commitment to achieving exercise objectives and outcomes • plan and deliver briefings and debriefings • undertake design planning processes to meet exercise objectives and components
Self-management	• contribute opinions and advice while appreciating the boundaries and cultures of organisations and diverse views of other participants • place overall community safety outcomes above personal or organisational/constituency interests
Learning	• learn about emergency management concepts and principles • learn about state/territory and agency plans and procedures
Technology	• use project management systems

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Packaging Rules

10 units of competency are required for this qualification including:

- 6 core units
- 4 elective units

Choose a minimum of 2 elective units from the list below.

Choose the remaining 2 elective units from either the list below, **or** elsewhere within this training package, **or** another endorsed training package, **or** any accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	Core Units
PUACOM007B	Liaise with other organisations
PUAEMR008B	Contribute to an emergency risk management process
PUAEMR018A	Work in an emergency management context
PUAEMR031	Design emergency management exercises
PUAMAN001B	Manage the organisation's public safety responsibilities
PUAMAN005B	Manage projects
Elective Units	
PUAEMR014A	Deliver recovery services
PUAEMR015A	Establish and manage a recovery centre
PUAEMR016A	Facilitate community involvement in recovery
PUAEMR017A	Manage recovery functions and services
PUAEMR021A	Facilitate emergency planning processes
PUAMAN003B	Manage human resources
PUAMAN007B	Manage financial resources
PUAMAN008B	Manage physical resources
PUAOPE016A	Manage a multi-team sector

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PUAOPE017A	Coordinate resources for a multi-agency incident
PUAOPE019A	Control a Level 3 incident
PUAOPE024A	Manage operations for a Level 3 incident
BSBCON401A	Work effectively in a business continuity context
BSBCON601A	Develop and maintain business continuity plans

NOTE

BSB units have been imported from the BSB07 Business Services Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA52412 Diploma of Public Safety (Biosecurity Response Management)

Modification History

Release	TP version	Comments
1	PUA12 v1	New qualification.

Description

Not applicable.

Pathways Information

Pathways into the qualification

There are no pre requisites for entering this qualification. This qualification is open to anyone who has worked in or is likely to work in a management role in a biosecurity response, as a member of an Incident Management Team, in an operations centre role.

Pathways from the qualification

After achieving the PUA52412 Diploma of Public Safety (Biosecurity Response Management), candidates may undertake a range of qualifications relevant to their role in emergency management.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA52412 Diploma of Public Safety (Biosecurity Response Management) have been reproduced in the table below.

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This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skills	**Employability Skills Statements**
Communication	• collect and analyse information about known risks, safety concerns, expectations and desired outcomes • develop a strategic plan for risk management • jointly develop recommendations and submitted for approval
Teamwork	• identify and agree roles and responsibilities of team members and stakeholders participate in regular meetings and forums and support mutual • cooperation • outline own role, organisational responsibilities, limits of authority, scope of community knowledge and expertise to other group members
Problem solving	• identify organisational capabilities to manage risk • identify control procedures for the management of a response • resolve disagreements and disputes satisfactorily
Initiative and enterprise	• apply conceptual and analytical skills to develop a strategy to achieve project objectives, outcomes and client requirements • demonstrate influencing skills • suggest and debate practical consultation and decision making strategies
Planning and organisation	• prepare organisational control plans for own work area • plan and deliver briefings and debriefings • review and revise organisational control plans for own work area
Self-management	• contribute opinions and advice while appreciating the boundaries and cultures of organisations and diverse views of other participants • place overall community safety outcomes above personal or organisational/constituency interests
Leadership	• learn about emergency management concepts and principles • learn about state/territory and agency plans and procedures
Technology	• use project management systems

Packaging Rules

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11 units of competency are required for this qualification including:

- 5 core units
- 6 elective units

Choose a minimum of 4 elective units from the list below.

Choose the remaining 2 elective units from either the elective list below, **or** elsewhere within this training package, **or** another endorsed training package, **or** any accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	Core Units
PUACOM007B	Liaise with other organisations
PUAMAN008B	Manage physical resources
PUAOPE018A	Control a Level 2 incident
PUATEA003B	Lead, manage and develop teams
AHCBIO502A	Manage the implementation of an emergency disease or plant pest control program
Code	**Elective Units**
PUACOM004B	Manage organisational communications strategy
PUACOM009B	Manage media requirements at a major incidents
PUAEMR017A	Manage recovery functions and services
PUAMAN003B	Manage human resources
PUAMAN004B	Manage procurement
PUAMAN007B	Manage financial resources
PUAOHS004B	Establish and maintain the occupational health and safety system
PUAOPE015A	Conduct briefings/debriefings
PUAOPE017A	Coordinate resources for a multi-agency incident
PUAOPE024A	Manage operations for a Level 3 incident
PUAOPE025A	Manage planning for a Level 2 incident
AHCBIO601A	Plan and oversee an emergency disease or plant pest program

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PSPPA601A Manage public affairs

NOTE

AHC units have been imported from the AHC10 Agriculture Horticultural, Conservation and Land Management Training Package.

PSP unit has been imported from the PSP04 Public Sector Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA60112 Advanced Diploma of Public Safety (Emergency Management)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA60110. New units added, prerequisites updated, imported units updated, elective groupings changed. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at this qualification level.

Pathways from the qualification

After achieving the PUA60112 Advanced Diploma of Public Safety (Emergency Management), candidates may undertake a range of qualifications relevant to their role in emergency management.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

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Employability Skills statements from a selection of units of competency from the PUA60112 Advanced Diploma of Public Safety (Emergency Management) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement
Communication	• accurately document all stages of the process, decisions taken and outcomes in accordance with accountability and audit requirements • circulate draft criteria and supporting explanations widely for comment • develop and refine project brief with key stakeholders
Teamwork	• establish working group with an appropriate balance of expertise, representation and authority for the project brief • manage workloads to ensure the wellbeing of all staff • monitor and enhance team work
Problem solving	• assess project risks and develop contingencies for all key components of the strategy • constructively resolve conflicts between participants • develop processes for negotiating outcomes and making decisions within existing accountabilities
Initiative and enterprise	• identify need for specialised information, additional skills and expertise • report opportunities for improving emergency management processes • negotiate and lobby persuasively
Planning and organising	• design a package of recovery functions and services to meet identified needs • develop feasible consultation and project management strategies with stakeholders • develop project management plan in consultation with the group
Self-management	• strategically react to changes within the incident environment • work cooperatively • work in multi professional teams
Learning	• learn about emergency management concepts and principles • learn about relevant international and Australian Standards • learn about relevant legislative and regulatory arrangements relative
Technology	• use a range of information technology devices including computers

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Packaging Rules

12 units of competency are required for this qualification including:

- 8 core units
- 4 elective units

Choose a minimum of 2 elective units from the list below.

Choose the remaining 2 units from either the list below, **or** elsewhere within this training package, **or** another endorsed training package **or** accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

The pre-requisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for this qualification.

Code	Core Units
PUAEMR009B	Facilitate emergency risk assessment
PUAEMR012B	Determine treatment options
PUAEMR017A	Manage recovery functions and services
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUAEMR021A	Facilitate emergency planning processes
PUAOPE017A	Coordinate resources for a multi-agency incident
BSBCON601A	Develop and maintain business continuity plans
Elective Units	
PUACOM007B	Liaise with other organisations
PUACOM008B	Develop and organise public safety awareness programs
PUACOM009B	Manage media requirements at major incident

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PUAEMR014A	Deliver recovery services
PUAEMR015A	Establish and manage a recovery centre
PUAEMR016A	Facilitate community involvement in recovery
PUAEMR018A	Work in an emergency management context
PUALAW004B	Represent the organisation in a judicial or quasi-judicial setting
PUAMAN001B	Manage the organisation's public safety responsibilities
PUAMAN005B	Manage projects
PUAOHS004B	Establish and maintain the occupational health and safety system
PUAPRO001B	Promote a learning environment in the workplace
BSBREL402A	Build client relationships and business networks
BSBFLM511B	Develop a workplace learning environment
PSPCOM503A	Build and maintain community relationships
PSPGOV515A	Develop and use political nous
PSPGOV606A	Prepare high-level/sensitive written materials
PSPPM501B	Design complex projects
PSPSOHS502A	Participate in the management of the OHS information and data systems
PSPSOHS609A	Evaluate an organisation's OHS performance

NOTES

BSB units have been imported from the BSB07 Business Services Training Package.

PSP units have been imported from the PSP04 Public Sector Training Package Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA60212 Advanced Diploma of Public Safety (Police Search & Rescue - Management)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA60210. Packaging rules wording revised, units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

In the public safety industry, qualification pathways depend on a range of factors specific to each industry such as organisational/agency structure, promotional structure and rank structure.

Policing qualifications have been developed to set agreed minimum standards for police personnel that should be contextualised within the specifics of each Police jurisdiction/ agency/organisational policy and procedure.

A recruit will join a Police agency, generally become a Police Officer and subsequently move into a specialist role (such as a supervisor, detective, dog handler, scientific officer etc.).

Therefore, the recruit will be equipped vocationally with generic Police competencies and often move into a supervising, managing, leading role or into a technical specialist role.

Pathways for candidates considering this qualification may include:

- achievement of the PUA50112 Diploma of Public Safety (Police Search and Rescue Coordination)
- completion of police jurisdictional specific training
- entry points demonstrating potential to undertake vocational education and training at this qualification level, including vocational experience within a range of environments such policing, search and rescue and other relevant environments or relevant work experience in such environments.

Pathways from the qualification

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After achieving the PUA60212 Advanced Diploma of Public Safety (Police Search & Rescue – Management) candidates may undertake a range of qualifications relevant to their role, either to enhance technical expertise in a specialist area or to move into a supervising or managing role.

Pathways for candidates considering this qualification may include to undertake:

- other qualifications in the Public Safety Training Package
- policing management qualifications
- national search and rescue programs.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA60212 Advanced Diploma of Public Safety (Police Search & Rescue – Management) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	**Employability Skills Statement**
Communication	▸ communicate in a group setting ▸ communicate effectively with colleagues and stakeholders ▸ provide feedback to team members to encourage, value and reward individual and team efforts and contributions
Teamwork	▸ consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives ▸ encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes

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	▸ explain team goals, address team conflict and build an environment of trust
Problem solving	▸ communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders ▸ develop strategies to ensure team members have input into planning, decision making and operational aspects of work team ▸ use tools and techniques to solve problems
Initiative and enterprise	▸ identify and address information gaps to improve operational response ▸ provide advice ▸ report or deal with breaches and inconsistencies in applying guidelines as required by the organisation
Planning and organising	▸ develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team ▸ implement coordination plans including predicting consequences and identifying improvements ▸ use navigation plans and navigation aids to maintain compliance with planned route
Self-management	▸ ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders ▸ manage own time ▸ mentor and coach team members
Learning	▸ implement adult learning principles ▸ learn about emergency management concepts and principles ▸ learn about jurisdictional laws
Technology	▸ access specialist information systems ▸ gather and check relevant navigational maps and navigation equipment ▸ use a range of information technology devices including computers

Packaging Rules

9 units of competency are required for this qualification including:

- 9 core units

Code	Core Units
PUAAMS008B	Manage search and rescue operations

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PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUAOPE009C	Navigate in an aquatic environment
PUAOPE014A	Navigate to an incident
PUAOPE017A	Coordinate resources for a multi-agency incident
PUAPOLIV011A	Manage information within specialised policing functions
PUAPOLMG007A	Contribute to policy formulation and revision
BSBWOR502B	Ensure team effectiveness

NOTE

BSB unit has been imported from the BSB07 Business Services Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA60312 Advanced Diploma of Public Safety (Police Investigation)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA60310. Packaging rules wording revised, units updated. Equivalent.

Description

Not applicable.

Pathways Information

Pathways into the qualification

In the public safety industry, qualification pathways depend on a range of factors specific to each industry such as organisational/agency structure, promotional structure and rank structure.

Policing qualifications have been developed to set agreed minimum standards for police personnel that should be contextualised within the specifics of each Police jurisdiction/ agency/organisational policy and procedure.

A recruit will join a Police agency, generally become a Police Officer and subsequently move into a specialist role (such as a supervisor, detective, dog handler, scientific officer etc.).

Therefore, the recruit will be equipped vocationally with generic Police competencies, and often move into a supervising, managing, leading role or into a technical specialist role.

Pathways for candidates considering this qualification may include:

- achievement of the PUA50212 Diploma of Public Safety (Policing)
- completion of police jurisdictional specific training
- entry points that demonstrate potential to undertake vocational education and training at this qualification level, including: appropriate vocational experience within a range of environments such policing, investigations and other relevant environments or appropriate work experience in a investigations environment.

Pathways from the qualification

After achieving the PUA60312 Advanced Diploma of Public Safety (Police Investigation), candidates may undertake a range of qualifications relevant to their role. Pathways for candidates considering this qualification may include to:

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- commence the PUA80312 Vocational Graduate Certificate of Public Safety (Police Investigation)
- undertake supervision and management policing qualifications
-

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA60312 Advanced Diploma of Public Safety (Police Investigation) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Public Safety qualifications have core units (which must be achieved) and elective units (where there is a choice of units which must be achieved) so different Employability Skills Summaries are possible within the one qualification, depending on the package of core units and chosen elective units.

Employability Skill	Employability Skills Statement
Communication	▸ communicate facts in a fluent, clear and interesting manner ▸ communicate questions in the interview that reflect fairness, objectivity and impartiality to the interviewee ▸ prepare and submit documents
Teamwork	▸ counsel and mentor colleagues ▸ motivate, lead and direct individuals/team ▸ respond to the concerns of individuals and work teams
Problem solving	▸ deal with issues raised through consultations and promptly resolve or refer to the appropriate personnel for resolution ▸ make decisions and solve problems ▸ solve problems in responding to a range of incident scene contexts
Initiative and enterprise	▸ analyse situations and think logically ▸ establish rapport with interviewee to enhance communication

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	▸ retain professionalism under duress
Planning and organising	▸ manage resources ▸ organise and manage time effectively ▸ regularly review and modify elected interview strategies to adapt to changing circumstances
Self-management	▸ overtly display professionalism in all day-to-day work activities ▸ review own performance during interview to identify areas for improvement ▸ show empathy with victims and operational personnel
Learning	▸ learn about court procedures and processes ▸ learn about organisational corporate goals, plans and strategies ▸ learn about relevant law, policies and procedures
Technology	▸ manage computers and information ▸ use recording equipment ▸ use specialised investigatory equipment such as fingerprinting equipment, computer software, photographic equipment etc.

Packaging Rules

10 units of competency are required for this qualification including:

- 10 core units

Code	Core Units
PUACOM007B	Liaise with other organisations
PUAPOLGD009A	Manage involvement in the judicial process
PUAPOLGD013A	Develop productive working relationships
PUAPOLGD015A	Employ media strategies
PUAPOLIV001A	Manage police investigations
PUAPOLIV002A	Conduct police investigations
PUAPOLIV003A	Manage incident scenes
PUAPOLIV004A	Conduct investigative interviews
PUAPOLIV009A	Manage physical evidence
PUAPOLIV011A	Manage information within specialised policing functions

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PUA60412 Advanced Diploma of Public Safety (Police Intelligence Operations)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA60612 Advanced Diploma of Public Safety (Search and Rescue - Management)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA60604. Packaging rules wording revised, imported units updated, elective groupings changed. Equivalent.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA60612 Advanced Diploma of Public Safety (Search and Rescue - Management) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement

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Communication	• ensure the content of a report is accurate and written in a concise and logical manner in accordance with organisational requirements • have knowledge of the communications systems available within the Rescue Coordination Centre (RCC) • identify communications systems as appropriate to the situation and strategy • manage control systems ensuring human, physical, fiscal and communication systems are identified, allocated and deployed in accordance with the control structure • manage records to ensure quality and attention to detail in accordance with policies and procedures • prepare briefings, which may include providing information to team members; members of the public; external search and rescue authorities; manager operations; Australian Maritime Safety Authority public relations personnel; media • provide briefings to the appropriate people in accordance with operational procedures • use effective communication and consultation with a range of individuals by a range of means including fax; write reports
Teamwork	• allocate tasks to team members commensurate with their roles in the team and level of competence • brief team members on their roles and responsibilities and of the way the team will operate • ensure that goals are unambiguous and take into account the capabilities of people and teams • inform team members of the scenario and strategy, determined from outcome of review of all information and resource requirements • receive feedback from team members and relay this to others in accordance with operational policies and procedures • understand occupational health and safety requirements • understand team members' capabilities • use knowledge of coaching and team building concepts • use problem solving skills for a defined range of problems
Problem solving	• analyse staffing levels which clearly demonstrate returns to the organisation • establish problem solving/issue resolution procedures within legislative requirements and organisation's guidelines • evaluate and review strategy as determined by the input of all information and review of available resources • monitor resources to determine changing requirements in accordance with operational procedures • use problem solving skills for a defined range of problems

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Initiative and enterprise	• create a workplace environment which facilitates training, education and development • develop contingency plans for staffing which meet key provisions of the human resources plan • provide guidance to and seek support from authorities and agencies in accordance with requirement • recognise and encourage initiative and innovation
Planning and organising	• compare calculated level of risk to the established risk evaluation criteria and as determined to be acceptable or unacceptable in consultation with the supervisor • compare existing competencies of staff with the needs of the work group • determine and review human resource needs within the anticipated operational needs and allocated budget • develop search and rescue strategy based on all information available • ensure that the total performance development system identifies and proposes strategies to rectify performance shortfalls and recognise success • establish control in accordance with designated responsibility/authority • identify required resources in accordance with the strategy based on all available information • identify search and rescue parameters based on information available
Self-management	• apply knowledge of current principles and practices to conduct an activity which exercises elements of public safety management • apply knowledge and understanding of occupational health and safety requirements • demonstrate consistency between instructions and action in self and others • develop search and rescue strategies based on information available • display personal and professional integrity in working relationships • follow instructions/directives and reporting information • voice personal view to the review process
Learning	• contribute effectively with coaching and mentoring to the training, education and development of personnel in an environment of change • learn about the communications systems available within the Rescue Coordination Centre (RCC) • learn about the technical maintenance state of search and rescue

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	resources • learn about training and education principles; training need analysis; training, education and development plans as included as part of individual/team performance plans • participate in individual/team training, education and development opportunities
Technology	• designate appropriate modes and channels of communication, radio communications, data transfer, telecommunications • operate databases • use a range of information technology devices including computers, radio frequency devices, electronic data exchange systems etc. • use communication systems, which may involve designation of appropriate modes and channels of communication • use specialist search and rescue information systems, which may include communications systems; COSPAS-SARSAT and similar satellite systems; the Australian Ship Reporting System (AUSREP); the Great Barrier Reef Reporting (REEFREP) and similar systems

Packaging Rules

12 units of competency are required for this qualification including:

- 6 core units
- 6 elective units

Choose a minimum of 4 elective units from the Group A and/or B lists below.

Choose the remaining 2 units from either the Group A and/or B lists below, or elsewhere within this training package, or another endorsed training package, or accredited course.

Only 1 elective unit may be chosen from the Group A elective list.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

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Code	Core Units
PUAAMS008B	Manage search and rescue operations
PUAEMR026	Treat operational risk
PUAMAN003B	Manage human resources
PUAOPE006B	Control multi-agency emergency situations
PUAPOL033B	Manage intelligence information processes
PUATEA003B	Lead, manage and develop teams
Code	**Elective Units**
Group A	
PUAOPE014A	Navigate to an incident
TDMMH807B	Plan and navigate an offshore passage within the limits of responsibility of a Master 5
LGAPLEM404A	Prepare and present geographic information systems data
Code	**Elective Units**
Group B	
PUACOM009B	Manage media requirements at major incident
PUACOM012B	Liaise with media at a local level
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUALAW004B	Represent the organisation in a judicial or quasi-judicial setting
PUAMAN001B	Manage the organisation’s public safety responsibilities
PUAMAN006B	Manage and facilitate change
PUAOHS003B	Implement and monitor the organisation’s occupational health and safety policies and programs
PUAOPE016A	Manage a multi-team sector
PUAOPE007B	Command agency personnel within a multi-agency emergency response
PUAOPE015A	Conduct briefings and debriefings
PUAPOLMG007A	Contribute to policy formulation and revision
BSBMGT401A	Show leadership in the workplace

NOTE

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BSB unit has been imported from the BSB07 Business Services Training Package.

LGA unit has been imported from the LGA04 Local Government Training Package.

TDM unit has been imported from the TDM07 Maritime Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA60712 Advanced Diploma of Public Safety (Community Safety)

Modification History

Release	TP version	Comments
1	PUA12 v1	New release of existing qualification from PUA00 v8.1: PUA60704. Packaging rules wording revised, imported units updated. Equivalent.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Employability Skills are part of a unit of competency.

Employability Skills statements from a selection of units of competency from the PUA60712 Advanced Diploma of Public Safety (Community Safety) have been reproduced in the table below.

This table provides an example of Employability Skills for the qualification because Employability Skills within a qualification will vary depending on the qualification packaging options.

Employability Skill	Employability Skills Statement
Communication	• demonstrate effective interpersonal interactions

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	• develop risk statements • explain emergency risk management concepts • inform the community in ways that suit their language, literacy and cultural needs • negotiate the means of implementing the emergency risk management process • undertake consultation at all stages of the process
Teamwork	• confirm, in the context of assessment, the ability to work cooperatively with others to develop emergency plans that have own organisation/constituency approval and broad community and stakeholder support • develop with others, frameworks for project planning, management and evaluation • maintain knowledge of group dynamics • monitor and enhance team work • use strategies for team building and resolving conflict
Problem solving	• apply decision making techniques • define and solve problems • evaluate strategies and limitations, and identify and communicate impacts to stakeholders • maintain knowledge of problems likely to preclude the implementation of strategies • maintain knowledge of potential hazards and their consequences • maintain knowledge of problem solving and decision making techniques • prioritise risks by considering vulnerability and priority for treatment
Initiative and enterprise	• apply knowledge of techniques for the prioritisation and evaluation of public safety risk management systems • apply skills that define and anticipate implementation barriers • determine vulnerability of communities and environments by analysing their susceptibility and resilience to risk • ensure that a project is broken down into a logical sequence of manageable and time related activities and identify the required resources • identify existing prevention, preparedness, response and recovery strategies through research and stakeholder consultation • investigate sponsorship/joint venture opportunities to maximise impact within budget
Planning and organising	• collect information on community characteristics, safety expectations, risk perceptions, and the roles and requirements of stakeholders • conduct a pilot program, where appropriate, to assess

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	effectiveness in achieving required outcomes and making changes as necessary • develop with stakeholders feasible consultation and project management strategies • develop a community profile • develop an agreed list of prioritised risks using an emergency risk management process • identify, define and engage community • produce resources to ensure that relevant materials are available in sufficient quantities to meet identified needs
Self-management	• apply decision making techniques • establish a project and see it through • maintain knowledge of culture, diversity and history of communities, environments and associated concerns, issues and sensitivities, perception of risks • maintain momentum and achieve project outcomes within available resources
Learning	• learn about emergency risk management terminology; risk; prevention, preparedness, response and recovery concepts and principles; mitigation; organisational requirements for the submission and approval of treatment plans; and reporting of treatment outcomes • learn about legislative and regulatory requirements relevant to emergency management • learn about potential hazards and their consequences • learn about research tools and demographic and economic analysis techniques • learn about the planning process and the kinds of outcomes and benefits for communities
Technology	• apply tools for assessing treatment options • consult and communicate via email messages, websites, surveys • develop and get agreement on information management, reporting and accountability strategies • use information technologies such as computerised simulations • use project planning software • use technology to develop educational support materials

Packaging Rules

12 units of competency are required for this qualification including:

- 3 core units

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- 9 elective units

Choose a minimum of 3 elective units from the Group A list below.

Choose a minimum of 4 units from the Group A and/or B lists below.

Choose the remaining 2 elective units from elsewhere within this training package, or another endorsed training package, or accredited course.

All elective units selected from outside this qualification must be from an equivalent qualification level or higher.

Elective units selected must not duplicate content already covered by other units in this qualification.

Code	**Core Units**
PUACOM004B	Manage organisational communication strategies
PUACOM008B	Develop and organise public safety awareness programs
PUAEMR009B	Facilitate emergency risk assessment
Code	**Elective Units**
Group A	
PUACOM007B	Liaise with other organisations
PUAEMR028	Develop emergency management plans
PUAEMR029	Plan and implement a treatment measure
OR	
PUAFIR509B	Implement prevention strategies
PUAEMR012B	Determine treatment options
PUAFIR602B	Manage the implementation of community safety strategies
PUAEMR030	Manage and evaluate emergency management exercises
PUAEMR031	Design emergency management exercises
PUAOHS004B	Establish and maintain the occupational health and safety system
PUAWER003B	Manage emergency procedures, equipment and other resources
PUAWER006B	Lead an emergency control organisation
PUAWER007B	Manage an emergency control organisation

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PUAWER010B	Lead an initial workplace emergency response team
PUAWER011B	Manage initial workplace emergency response teams

Code	**Elective Units**
Group B	
PUALAW004B	Represent the organisation in a judicial or quasi-judicial setting
PUAMAN001B	Manage the organisation's public safety responsibilities
PUAMAN003B	Manage human resources
PUAMAN005B	Manage projects
PUAMAN006B	Manage and facilitate change
PUAMAN007B	Manage financial resources
PUAMAN008B	Manage physical resources
PUAPRO001B	Promote a learning environment in the workplace
PUAPRS20529B	Manage marketing requirements
PUATEA003B	Lead, manage and develop teams
BSBADV602B	Develop an advertising campaign
BSBADV603B	Manage advertising production
BSBADV604B	Execute an advertising campaign
BSBADV605B	Evaluate campaign effectiveness
LGAPLEM606B	Develop ecologically sustainable land management systems
LGAPLEM608A	Identify and evaluate options to improve road safety
PSPREG601B	Manage regulatory compliance
PSPREG602B	Evaluate regulatory compliance
PSPWPI605B	Audit management systems

NOTE

BSB units have been imported from the BSB07 Business Services Training Package.

LGA units have been imported from the LGA04 Local Government Training Package.

PSP units have been imported from the PSP04 Public Sector Training Package.

Information about customising PUA12 Public Safety Training Package qualifications in the Customisation of Qualifications section.

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PUA61012 Advanced Diploma of Public Safety (Disaster victim identification coordination)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA61212 Advanced Diploma of Public Safety (Police Close Personal Protection)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA61312 Advanced Diploma of Public Safety (Police Negotiations)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA61412 Advanced Diploma of Public Safety (Surveillance)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA61712 Advanced Diploma of Public Safety (Forensic Investigation)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

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Custom Content Section

Not applicable.

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PUA61812 Advanced Diploma of Public Safety (Police Supervision)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA61912 Advanced Diploma of Public Safety (Police Witness Protection)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA80112 Vocational Graduate Certificate in Public Safety (Forensic Firearms Examination)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

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Custom Content Section

Not applicable.

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PUA80212 Vocational Graduate Certificate in Public Safety (Police Prosecution)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

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Custom Content Section

Not applicable.

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PUA80312 Vocational Graduate Certificate in Public Safety (Police Investigation)

Modification History

Not applicable.

Description

This qualification is not cleared for public access.

NOTE: Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units and qualifications are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org.au http://www.anzpaa.org

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

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Custom Content Section

Not applicable.

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PUA80412 Vocational Graduate Certificate in Public Safety (Crime Scene Investigation)

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA80512 Vocational Graduate Certificate in Public Safety (Fingerprint Investigation)

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUA80612 Vocational Graduate Certificate in Public Safety (Police Management)

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

Not applicable.

Packaging Rules

Not applicable.

Custom Content Section

Not applicable.

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PUASS00026 Air Search Observer

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units contribute to the PUA30412 Certificate III in Public Safety (SES Rescue).

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	PUAAMS001A	Work in an aviation environment
	PUAAMS002A	Search as a member of an air search team

Target Group

Target Group	Members of an air search team

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as an air search team member within the SES.

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Suggested words for Statement of Attainment	These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as an air search team member within the SES.
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PUASS00027 Alpine Search and Survival Operations

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units may contribute to a number of qualifications from the PUA12 Public Safety Training Package including those at AQF Certificate III and above.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

HLTFA301B	Apply first aid
PUALAW001B	Protect and preserve incident scene
PUAOPE013A	Operate communications systems and equipment
PUASAR027A	Undertake land search rescue
PUASES016A	Apply snowcraft skills when performing search operations
PUATEA001B	Work in a team
SRONAV003B	Navigate in unmodified landscapes in extreme environmental conditions
SROOPS006B	Use and maintain a temporary or overnight site

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Target Group

Those who will be a member of an alpine land search team during winter operations.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package, the HLT07 Health Training Package and the SIS10 Sport, Fitness and Recreation Training Package meet the industry requirements to commence working as an alpine land search team member within the SES.

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Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

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PUASS00028 Basic Rescue

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA21312 Certificate II in Public Safety (SES) and the PUA30512 Certificate III in Public Safety (SES Operations).

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUACOM001C	Communicate in the workplace
PUAEME001B	Provide emergency care
PUAEQU001B	Prepare, maintain and test response equipment
PUALAW001B	Protect and preserve incident scene
PUASAR022A	Participate in a rescue operation

Target Group

Members of a rescue team.

Suggested words for Statement of Attainment

These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a rescue team member within the SES.

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PUASS00029 Basic Tree Operations

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA30412 Certificate III in Public Safety (SES Rescue).

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

FPICOT2239A	Trim and cut felled trees
PUAOHS002B	Maintain safety at an incident scene
PUAEQU001B	Prepare, maintain and test response equipment

Target Group

Members of an operations/response team who have responsibility for creating a safe environment in which to work where felled trees are involved.

Suggested words for Statement of Attainment

These units from the PUA12 Public Safety and FPI05 Forest and Forest Products Industry Training Package meet the industry requirements to commence working as a member of a tree operations team within the SES.

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PUASS00030 Beach Operations Management

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management) and a number of other PUA12 Public Safety Training Package qualifications.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUAOPE012A	Control a Level 1 incident
PUAOPE015A	Conduct briefings and debriefings
PUASAR011C	Search as a member of an aquatic rescue team

Target Group

Those who will be leading a surf rescue team or patrol and respond to a range of incidents including search and rescue operations.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a leader of an operational surf rescue and response team.

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PUASS00031 Beach Safety and Risk Management

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management) and a number of other PUA12 Public Safety Training Package qualifications.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUAEMR006B	Treat risk at an operational level
PUAEMR007B	Conduct risk assessment
PUAOHS002B	Maintain safety at an incident scene

Target Group

People responsible for maintaining their own safety and the safety of team members during operational activities in addition to identifying, managing (if safe to do so) and reporting risks and hazards in line with organisational policies.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to ensure the safety of surf patrol teams and to apply risk management approaches at an operational level.

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PUASS00032 Beach Team Management

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management) and a number of other PUA12 Public Safety Training Package qualifications.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUACOM003B	Manage information
PUAMAN002B	Administer work group resources
PUATEA003B	Lead, manage, develop teams

Target Group

Leader of a surf rescue team or patrol.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a leader of a surf rescue team.

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PUASS00033 Community Engagement

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA42612 Certificate IV in Public Safety (Aquatic Search and Rescue Management) and a number of other PUA12 Public Safety Training Package qualifications.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUACOM005B	Foster a positive organisational image in the community
PUACOM007B	Liaise with other organisations
PUACOM012B	Liaise with media at a local level

Target Group

Those who will be engaging the local community in beach and aquatic safety programs.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to engage local communities in aquatic (including beach) safety and educational programs.

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PUASS00035 Floodboat Response Operations

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate III and above.

Licensing/Regulatory Information

Undertake inland floodboat operations (Licensing requirements may apply to this unit.)
Work in a team

Skill Set Requirements

PUAEQU001B	Prepare, maintain and test response equipment
PUAOHS002B	Maintain safety at an incident scene
PUASES009A	Undertake inland floodboat operations (Licensing requirements may apply to this unit.)
PUATEA001B	Work in a team

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Target Group

Those who will be a flood boat operator during flood response operations.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a flood boat operator within SES flood response operations.

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PUASS00035 Floodboat Response Operations

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate III and above.

Licensing/Regulatory Information

Undertake inland floodboat operations (Licensing requirements may apply to this unit.)
Work in a team

Skill Set Requirements

Unit/s	PUAEQU001B	Prepare, maintain and test response equipment
	PUAOHS002B	Maintain safety at an incident scene
	PUASES009A	Undertake inland floodboat operations (Licensing requirements may apply to this unit.)

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Target Group

Target Group	Those who will be a flood boat operator during flood response operations.

Suggested words for Statement of Attainment

Suggested words for Statement of Attainment	These units of competency from the PUA00 Public Safety Training Package meet the industry requirements to commence working as a flood boat operator within SES flood response operations.
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PUASS00036 Incident Response Team Leader

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate III and above.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUAOPE012A	Control a Level 1 incident
PUAOPE015A	Conduct briefings and debriefings

Target Group

Those who are a team leader of an incident response team.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a team leader within the SES.

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PUASS00037 Intermediate Tree Operations

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate III and above.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

FPICOT2239A	Trim and cut felled trees
FPIFGM3204A	Fall trees manually (intermediate)
PUAEQU001B	Prepare, maintain and test response equipment
PUAOHS002B	Maintain safety at an incident scene

Target Group

Those who will be a member of a tree operations team.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package and the FPI05 Forest and Forest Products Industry Training Package meet the industry requirements to commence working as a member of a tree operations team within the SES.

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PUASS00038 Land Search Team

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate II and above.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUALAW001B	Protect and preserve incident scene
PUAOHS002B	Maintain safety at an incident scene
PUASAR027A	Undertake land search rescue

Target Group

Those who will be a member of a land search team.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a land search team member within the SES.

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PUASS00041 Operational Leadership

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate IV and above.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUAEMR018A	Work in an emergency management context
PUAOPE016A	Manage a multi-team sector
PUASES011A	Manage emergency operations

Target Group

Those who wish to take on strategic operational leadership roles within the SES.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to work as a senior operational leader within the SES.

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PUASS00042 Operations Centre

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA30512 Certificate III in Public Safety (SES Operations).

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

ICAICT103A	Use, communicate and search securely on the internet
ICAU2006B	Operate computing packages
PUAOPE013A	Operate communications systems and equipment
PUASES012A	Work as a team member in an emergency operations centre
TLIH2001A	Interpret road maps and navigate pre-determined routes

Target Group

Members of an operations centre team.

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Suggested words for Statement of Attainment

These units from the PUA12 Public Safety Training Package, the ICA11 Information and Communications Training Package and the TLI10 Transport and Logistics Training Package meet the industry requirements to commence working as a member within a SES operations centre.

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PUASS00043 Police computer crime investigations

Modification History

First release.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Skill Set Requirements

PUACCI001B	Plan a computer related crime operation
PUACCI002B	Conduct a preliminary search for electronic data
PUACCI003B	Copy electronic data
PUACCI004B	Search electronic data
PUACCI005B	Investigate network offences
PUACCI006B	Build and maintain target computer networks
PUACCI007B	Present evidence of computer crime
PUACCI008B	Build and maintain computer crime networks
PUACOM001C	Communicate in the workplace
PUAOPE015A	Conduct briefings and debriefings
PUAPOLGD001A	Maintain police operational safety
PUAPOLGD011A	Manage personal and ethical performance
PUAPOLGD013A	Develop productive working relationships
PUATEA001B	Work in a team

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Target Group

Workers undertaking police computer crime investigation in line with agency protocols.

Suggested words for Statement of Attainment

These units from the PUA12 Public Safety Training Package meet the industry requirements to undertake police computer crime investigation.

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PUASS00044 Police electronic surveillance

Modification History

First release.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Skill Set Requirements

Code	Title
PUACOM001C	Communicate in the workplace
PUAESU001B	Plan a surveillance operation
PUAESU002B	Execute an electronic surveillance operation
PUAESU003B	Set up monitoring equipment
PUAESU004B	Maintain installations
PUAESU005B	Prepare and present evidence
PUAOPE015A	Conduct briefings and debriefings
PUAPOLGD001A	Maintain police operational safety
PUAPOLGD011A	Manage personal and ethical performance
PUAPOLSU002A	Communicate in a surveillance environment
PUATEA001B	Work in a team

Target Group

Workers undertaking Police Electronic surveillance in line with agency protocols.

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Suggested words for Statement of Attainment

These units from the PUA12 Public Safety Training Package meet the industry requirements to undertake police electronic surveillance.

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PUASS00045 Road Accident Rescue

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA30412 Certificate III in Public Safety (SES Rescue).

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUAEME001B	Provide emergency care
PUAEME002C	Manage injuries at emergency incident
PUALAW001B	Protect and preserve incident scene
PUAOHS002B	Maintain safety at an incident scene
PUASAR022A	Participate in a rescue operation
PUASAR024A	Undertake road crash rescue

Target Group

Members of a road accident rescue team.

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Suggested words for Statement of Attainment

These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a road accident team member within the SES.

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PUASS00046 SES First Aid and Safety

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA21312 Certificate II in Public Safety (SES).

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

HLTFA201B	Provide basic emergency life support
PUAOHS002B	Maintain safety at an incident scene

Target Group

People who join an SES unit and obtain the basic first aid and safety skills required to be a team member in either operations or rescue.

Suggested words for Statement of Attainment

These units from the PUA12 Public Safety Training Package and the HLT07 Health Training Package meet the industry requirements to commence working as a member of the SES.

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PUASS00047 SES Induction

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA21312 Certificate II in Public Safety (SES).

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUACOM001C	Communicate in the workplace
PUACOM002B	Provide services to clients
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUATEA001B	Work in a team
PUATEA004D	Work effectively in a public safety organisation

Target Group

People who join a local SES unit and obtain the basic skills required to be a team member in either operations or rescue.

This Skill Set includes induction to the role of the SES and the nature of the work involved.

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Suggested words for Statement of Attainment

These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a member of the SES.

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PUASS00048 Storm and Water Damage Response

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate II and above.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUAEQU001B	Prepare, maintain and test response equipment
PUAOHS002B	Maintain safety at an incident scene
PUASES008A	Undertake storm and water damage operations

Target Group

Those who will be a member of a storm response team.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a storm and water damage response team member within the SES.

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PUASS00049 Storm and Water Damage Response at Height

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate II and above.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUAEQU001B	Prepare, maintain and test response equipment
PUAOHS002B	Maintain safety at an incident scene
PUASES008A	Undertake storm and water damage operations
PUASES013A	Undertake storm and water damage operations performed at heights

Target Group

Those who will be a member of a storm response team working at heights.

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Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to ensure the safety of surf patrol teams and to apply risk management approaches at an operational level.

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PUASS00050 Structural Collapse

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units may contribute to a number of qualifications from the Public Safety Training Package including those at AQF Certificate III and above.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUAEME001B	Provide emergency care
OR	
HLTFA201B	Provide basic emergency life support
PUAEQU001B	Prepare, maintain and test response equipment
PUALAW001B	Protect and preserve incident scene
PUAOHS002B	Maintain safety at an incident scene
PUASAR022A	Participate in a rescue operation
PUASAR023A	Participate in an urban search and rescue Category 1

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PUASAR028A	Undertake rescue from a partial structural collapse

Target Group

Those who will be a member of a tree operations team.

Suggested words for Statement of Attainment

These units of competency from the PUA12 Public Safety Training Package meet the industry requirements to commence working as member of a structural collapse team within the SES.

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PUASS00051 Vertical Rescue

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

These units contribute to the PUA30412 Certificate III in Public Safety (SES Rescue).

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

PUAEME001B **OR** HLTFA201B	Provide emergency care Provide basic emergency life support
PUAEQU001B	Prepare, maintain and test response equipment
PUAOHS002B	Maintain safety at an incident scene
PUASAR022A	Participate in a rescue operation
PUASAR032A	Undertake vertical rescue

Target Group

Members of a vertical rescue team.

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Suggested words for Statement of Attainment

These units from the PUA12 Public Safety Training Package meet the industry requirements to commence working as a vertical rescue team within the SES.

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PUACCI001B Plan a computer related crime operation

Modification History

Release	TP version	Comments
1	PUA12 V1	First release in TGA.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Not applicable.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUACCI002B Conduct a preliminary search for electronic data

Modification History

Release	TP version	Comments
1	PUA12 V1	First release in TGA.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Not applicable.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUACCI003B Copy electronic data

Modification History

Release	TP version	Comments
1	PUA12 V1	First release in TGA.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Not applicable.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUACCI004B Search electronic data

Modification History

Release	TP version	Comments
1	PUA12 V1	First release in TGA.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Not applicable.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUACCI005B Investigate network offences

Modification History

Release	TP version	Comments
1	PUA12 V1	First release in TGA.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Not applicable.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUACCI006B Build and maintain target computer networks

Modification History

Release	TP version	Comments
1	PUA12 V1	First release in TGA.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Not applicable.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUACCI007B Present evidence of computer crime

Modification History

Release	TP version	Comments
1	PUA12 V1	First release in TGA.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Not applicable.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAAMS001B Work in an aviation environment

Modification History

PUAAMS001B Release 2: Content reviewed. Application added. Layout adjusted.

PUAAMS001B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to work effectively as a crew member.

Application of the Unit

This unit applies to members of Air Search and Rescue teams working in the air.

Team members and crews may be members of a range of government and/or non-government agencies.

All aspects of the unit should be implemented in line with organisational policies and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work effectively as a member of a search and rescue crew	1.1 Crew functions and responsibilities are determined. 1.2 Contact/call-out arrangements and requirements are determined from ***organisational documents*** and personal employment requirements 1.3 ***Factors which impede*** or disqualify persons from performing safe and effective aircrew duties are determined. 1.4 Communication equipment, terminology and procedures are utilised to ensure safe and effective operations during flight. 1.5 In-flight performance is maintained.
2. Work safely in an aviation environment	2.1 ***Safety procedures*** for working in and around aircraft are followed. 2.2 Cabin/load security and ***dangerous goods*** requirements are determined and followed in consultation with the pilot-in-command. 2.3 Appropriate manual handling strategies are applied when loading the aircraft. 2.4 ***In-flight hazards*** are identified and risks managed.
3. Respond to aircraft emergency situations	3.1 Aircraft cabin, load and occupants are prepared for impact. 3.2 ***Firefighting equipment*** is used to protect occupants and the aircraft from fire. 3.3 ***Escape/evacuation plan*** is implemented as required. 3.4 ***Emergency and ongoing care*** is provided to injured occupants. 3.5 Survival plan is implemented.
4. Complete documentation	4.1 Manifests, load sheets and other ***pre-flight documents*** are completed. 4.2 In-flight operations log is completed. 4.3 Debriefing documents and other ***post flight reports*** are completed.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills:

The ability to:

- communicate information orally and in writing
- complete Search and Rescue documentation
- harnesses and emergency exits
- operate aircraft doors
- operate aircraft intercom systems
- operate aviation survival equipment
- operate firefighting equipment

Required Knowledge:

Evidence of:

- a knowledge of aircraft accidental hazards and response
- an understanding of airside safety and aircraft safety
- an understanding of appropriate air traffic control procedures and terminology
- an understanding of appropriate aviation meteorology
- an understanding of aviation technology and communication procedures
- an understanding of manual handling hazards and techniques
- an understanding of Search and Rescue functions and responsibilities

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Operate safely and effectively as a crew member in an aviation environment. **Consistency in performance** In order to assess these performance criteria it may be necessary for evidence to be collected over a period of time in a context of rescue operations.
Context of and specific resources for assessment	**Context of assessment** Evidence can be collected on the job but may be undertaken in a simulation. **Specific resources for assessment** An appropriate training location/venue and access to aircraft and survival equipment required for learning and assessment activities.

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Guidance information for assessment	Assessment with the following units would help meet aspects of holistic assessment: • PUAAMS002B Search as a member of an air search team • PUATEA001B Work in a team • PUATEA003B Lead, manage and develop teams • PUATEA004C Work effectively in a public safety organisation

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisational documents may include:	• emergency service pilots and procedures • aircraft operator company operations manuals • and memoranda of understanding
Factors which may impede or exclude safe performance may include:	• physical condition • physiological condition • psychological condition • psychosocial condition • pathological condition • psychosocial condition
Safety procedures for working in and around aircraft may include:	• being familiar with aircraft • appreciation of aircraft capabilities • approaching rotary wing aircraft • terrain-related issues
Dangerous goods may include	• search and rescue related pyrotechnics • weapons and ammunition • petroleum fuels
In-flight hazards may include:	• opening doors/windows • moving around the aircraft • operating near open doors • loose articles in the cabin • dispatching items • operating electronic equipment
Firefighting equipment may include:	• dry chemical powder • vaporising liquid • carbon dioxide and foam extinguishers

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Emergency care includes:	• pre-hospital emergency care as described in workplace emergency care qualifications which meet State and Territory OH&S requirements
Survival equipment may include:	• inflatable life-jackets • inflatable life-rafts • survival kits • electronic location beacons
Pre/post-flight documentation may include:	• search briefing and debriefing forms • manifests • load sheets • flight logs • post flight reports

Unit Sector(s)

Aviation marine search and rescue.

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PUAAMS002B Search as a member of an air search team

Modification History

PUAAMS002B Release 2: Content reviewed. Application added. Layout adjusted.

PUAAMS002B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to conduct air search observation duties during an air search operation. All aspects of the unit should be implemented in line with organisational policies and procedures.

Application of the Unit

This unit applies to members of air search and rescue teams working in the air. Team members and crews may be members of a range of government and/or non-government agencies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

1 Prepare for search operations	1.1 Operational briefing is obtained from ***relevant search and rescue authority.***
	1.2 Aircraft is configured and loaded in accordance with requirements and pilot-in-command instructions.
	1.3 Involvement in briefings is undertaken.
	1.4 Incident information is used to determine personal equipment needed for search operation.
2 Conduct search operations	2.1 Scanning distance is identified and aircraft windows are marked.
	2.2 Search briefing is reviewed en route to task area.
	2.3 ***Impediments to effective observation techniques*** are identified and appropriate adjustments made.
	2.4 Observation technique is applied.
	2.5 ***Search equipment*** is operated to maximise sighting and identification effectiveness.
3 Investigate sightings	3.1 ***Sightings*** are reported and maintained.
	3.2 Sightings are investigated.
	3.3 Sightings are logged and communicated to the relevant search and rescue authority.
4 Communicate outcome search	4.1 ***Signals*** are identified.
	4.2 Communications are logged and communicated to the relevant search and rescue authority.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

The ability to:

- communicate information clearly within the search team
- make decisions based on available information
- select and use available technology appropriate to the search task

Required Knowledge

- basic understanding of search planning
- basic understanding of the physiology of sight
- understanding of factors which may indicate evidence of a search target

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- understanding of observation techniques and procedures
- understanding of signalling/message equipment and procedures
- understanding of target marking equipment and procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Knowledge and skill in the safe dispatch of target marking and communications equipment from aircraft in flight. **Consistency in performance** In order to assess these performance criteria it may be necessary for evidence to be collected over a period of time.
Context of and specific resources for assessment	**Context of assessment** Evidence can be collected on the job but may be undertaken in a simulation. **Specific resources for assessment** An appropriate training location/venue. Access to aircraft and equipment required for learning and assessment activities. Flight operations for learning/skills development and assessment.
Guidance information for assessment	Assessment with the following units would help meet aspects of holistic assessment: • PUAAMS001B Work in an aviation environment • PUAEME001B Provide emergency care • PUATEA001B Work in a team • PUATE003B Lead, manage and develop teams • PUATEA004C Work effectively in a public safety organisation

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

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Relevant search and rescue authorities may include:	• rescue coordination centre • state and territory SAR authority • pilot-in-command
Impediments to effective observation techniques may include:	• aircraft structure • glare • dirty or damaged windows • weather • environmental conditions • aircraft flight angle
Search equipment may include:	• binoculars and other magnification equipment • radar • infra-red • radio direction finding equipment • video/camera equipment • night vision equipment
Sightings may include:	• debris • damaged or discoloured vegetation • oil slicks • reflections • lights • smoke • burned areas • unusual colours, shapes or movements in the environment floating objects
Signals may include:	• ground to air emergency signal code • international code of signals • signal panels • Morse code • improvised signals

Unit Sector(s)

Aviation marine search and rescue.

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PUAAMS003B Conduct stores dropping operations

Modification History

PUAAMS003B Release 2: Layout adjusted. Application added. Content reviewed.

PUAAMS003B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to prepare for and carrying out stores dropping operations in a search and rescue context. It does not cover the competency to control and position the aircraft for dropping operations.

Application of the Unit

This unit applies to members of Air Search and Rescue teams working in the air carrying out the dropmaster/loadmaster's role.

All aspects of the unit should be implemented in line with organisational policies and procedures.

Team members and crews may be members of a range of government and/or non-government agencies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Configure aircraft	1.1 Stores are prepared prior to loading on aircraft**.** 1.2 Search briefing is obtained from relevant Search and Rescue authority. 1.3 Aircraft is ***configured*** for drop operations in accordance with the applicable flight manual. 1.4 Protective surfaces are installed and protective tape applied. 1.5 ***Stores*** are checked and ***secured***. 1.6 Principles of internal loading of cargo are complied with when loading the aircraft.
2. Locate target	2.1 ***Distance estimation methods*** are employed to identify target position. 2.2 Initial target marking smoke is prepared and dispatched to mark target area. 2.3 Visual sighting of target is maintained during stores dropping.
3. Dispatch stores	3.1 Reference markers are dispatched under the pilot's directions. 3.2 Stores are dispatched under the pilot's directions. 3.3 Visual sighting of target is maintained during stores dropping.
4. Reconfigure aircraft	4.1 Equipment is removed and checked for serviceability. 4.2 Items of stores used are annotated on the incident form.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- check ancillary Search and Rescue equipment for serviceability

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- handle pyrotechnic devices in a safe manner
- operate safely around aircraft
- work in a crewed environment

Required Knowledge

- actions to be carried out in the event of in-flight emergencies
- arming procedures for pyrotechnic markers and general operation of electronic markers
- burning times of pyrotechnic markers
- frequencies of electronic markers
- general operation of light emitting markers
- inherent dangers of handling pyrotechnic devices
- maximum and minimum weight of a loaded helibox
- meaning of the hand signals relayed by other crew members during a stores dropping operation
- OH&S considerations as they pertain to operating within an aircraft during stores dropping operations
- principles of teamwork

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Stores are prepared and secured safely and dispatched under the pilot's directions. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Evidence can be collected on the job but may be undertaken in a simulation. **Specific resources for assessment** On job assessment may entail additional costs.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Configured may include:	• removing doors

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- hatches
- furnishings
- fittings
- outfitting with specialist equipment
- crew equipment

Stores may include:

- safety knives
- timer
- dropmaster bag
- seeblitz (strobe marker) life-rafts
- heliboxes
- pyrotechnic and electronic reference markers
- stores delivery systems
- pumps
- storepedoes
- search and rescue datum buoy
- air droppable search and rescue radio

Secured may include:

- stowing stores
- using nets
- tie-down straps and static line cord

Distance estimation methods may include:

- using clock method

Unit Sector(s)

Aviation marine search and rescue.

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PUAAMS006B Coordinate search and rescue resources

Modification History

PUAAMS006B Release 2: Layout adjusted. Application added. Content reviewed.

PUAAMS006B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to identify, procure and task human and physical resources for Search and Rescue.

Application of the Unit

The requirement to coordinate resources may be national, State and Territory and regional levels.

Team members and crews may be members of a range of government and/or non-government agencies.

All aspects of the unit should be implemented in line with organisational policies and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain required resources	1.1 Tasks are prioritised and analysed to determine resource requirements in accordance with the rescue plan. 1.2 The availability of required resources is determined using ***intelligence gathering methods.*** 1.3 ***Strategies for obtaining the required resources*** are identified as determined by the necessities of the search and rescue activity in accordance with ***organisational policies and procedures.***
2. Organise resources	2.1 ***Resources*** are assessed and allocated in accordance with their suitability for the task, equipment carried and availability consistent with organisational policies and procedures**.** 2.2 Resources are coordinated to ensure timely completion of tasks within ***physiological*** and ***environmental constraints.*** 2.3 Personnel are encouraged and motivated to complete tasks consistent with organisational policies and procedures. 2.4 Personnel needs are continually reviewed in accordance with organisational policies and procedures. 2.5 ***Support considerations*** for personnel are taken into account in accordance with organisational policies and procedures. 2.6 Resource needs are continually reviewed based on intelligence.
3. Liaise with supporting authorities	3.1 ***Contacts*** are identified in supporting authorities to facilitate liaison and cooperation. 3.2 Details of contacts and resources/services are recorded and maintained in accordance with organisational policies and procedures. 3.3 The role and support capabilities of other ***search and rescue authorities*** are determined through liaison, consultation and exchange of information in accordance with organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Procedures for activation, deactivation and advising other search and rescue authorities and agencies are initiated in accordance with policies and procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills:

- collect and analyse information
- access the various databases for contact names/numbers for resource allocation
- work as part of a team with minimum supervision
- communicate and consult with a range of individuals by a range of methods
- negotiation

Required Knowledge:

- types of assets that are suitable for situations including:
  - land search
  - maritime search
  - coastal search
- equipment range and performances of resources available for Search and Rescue
- policy relating to the secondment of Australian Defence Force assets for Search and Rescue
- each person’s role within the Rescue Coordination Centre (RCC)
  - understanding of organisational policies and procedures
  - understanding of personnel entitlements and administrative procedures
  - understanding of occupational health and safety requirements
  - understanding of technical maintenance state of Search and Rescue resources

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • Identify and obtain relevant resources • Allocate appropriate assets to suit the situation • Assess the capabilities and limitations of assets and continually review resources **Consistency in performance**

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	In order to assess these performance criteria it may be necessary for evidence to be collected over a period of time.
Context of and specific resources for assessment	**Context of assessment** Evidence can be collected on the job or may be undertaken in a simulation. **Specific resources for assessment** On job assessment will not entail additional resources However, rosters may need to be amended in order for simulation e.g. Search and Rescue exercise (SAREX) to be effected.
Guidance information for assessment	Assessment with the following units would help meet aspects of holistic assessment: • PUAAMS007B Coordinate search and rescue operations • PUACOM003B Manage information • PUATEA001B Work in a team

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Intelligence gathering methods may include:	• Interrogating databases • making phone calls
Strategies for obtaining resources may include:	• conducting a cost/benefit analysis and risk analysis • formal applications • both internal and external • verbal requests
Organisational policies and procedures protocols may include:	• National Search and Rescue Manual • International Search and Rescue Manual and reference texts • legislation relevant to the operation/incident/response • legislation relevant to the organisation • operational, corporate and strategic plans • operational performance standards • organisational personnel practices and guidelines

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- organisational quality standards

Resources may include:

- Human resources – personnel within own work area and other areas and personnel from outside statutory bodies/agencies such as:
  - Australian Defence Force (ADF)
  - police
  - voluntary agencies
  - owners/agents
  - offshore mineral/energy facilitates and international agencies
- Physical resources:
  - equipment
  - facilities
  - vehicles
  - vessels
  - aircraft
  - fuel
  - accommodation
  - computer-based Search and Rescue systems
  - ADF/police assets
  - communications systems and stationery

Physiological constraints may include:

- hypothermia
- hyperthermia
- physical condition
- age
- sex
- mental condition
- health

Environmental constraints may include:

- terrain
- weather conditions

Support considerations may include:

- revising make-up of shifts
- meals and refreshments
- breaks
- accommodation
- fuel

Contacts may include:

- individuals within organisations
- sections of an organisation(s) or general members of the public

Search and Rescue (SAR) authority is:

- one of the designated search and rescue authorities in Australia and overseas as defined in the National Search and Rescue manual

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Unit Sector(s)

Aviation and marine search and rescue.

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PUAAMS007B Coordinate search and rescue operations

Modification History

PUAAMS007B Release 2: Layout adjusted. Application added. Content reviewed.

PUAAMS007B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to coordinate a Search and Rescue incident.

Application of the Unit

This unit applies particularly to personnel coordinating search and rescue operations in and air and marine setting, however may be applied in a broader search and rescue situation.

Team members and crews may be members of a range of government and/or non-government agencies.

All aspects of the unit should be implemented in line with organisational policies and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare search plan	1.1 Search and rescue ***assets*** and potential assets are identified and recorded in ***databases.***
	1.2 Strategic and tactical objectives are identified in accordance with unit plans.
	1.3 Strategies to achieve objectives are identified.
	1.4 Risk management strategies are identified and incorporated/conducted.
	1.5 ***Information management strategies*** are identified and applied.
	1.6 Search and Rescue procedures and policies are communicated to interested and affected persons, groups and organisations in accordance with the needs of those people.
2. Apply datum search planning principles	2.1 A last known/most probable position is established from ***available data***.
	2.2 Initial search procedures are implemented in accordance with the National Search and Rescue manual.
	2.3 ***Calculations*** are made to establish intended track/area/position in accordance with planned route.
	2.4 Time frame for survival of the missing person(s) is calculated.
	2.5 ***Physiological*** and ***environmental factors*** are determined as a basis for decision making.
	2.6 A search area is calculated consistent with organisational policies and procedures.
	2.7 ***Search pattern and track spacing*** is determined.
	2.8 A probability of detection factor is calculated.
	2.9 Acceptability of probability of detection factor is evaluated.
	2.10 Search area is recalculated or redefined, determined by availability of assets, changing weather conditions and search time available.
3. Apply rescue-planning principles	3.1 The ***nature of problem***/***distress is determined*** in accordance with the available information.
	3.2 Rescue resources are identified, mobilised and monitored.
	3.3 Operational risks are assessed and minimised.
	3.4 ***Survivor delivery points*** are identified in accordance

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ELEMENT	PERFORMANCE CRITERIA
	with requirements and capability of the rescue platform.
	3.5 Physiological, geographic and medical factors are considered for rescue and delivery as per the situational requirements.
	3.6 ***Time factors*** are considered as per the situational requirements.
	3.7 The chosen solution is evaluated and reported against the determined criteria.
4. Evaluate operational direction	4.1 The search and rescue plan is implemented and amended as dictated by the requirements of the situation.
	4.2 A process of continual evaluation is applied.
	4.3 Contingency planning is conducted.
	4.4 Regular briefings and debriefings are conducted.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- collecting and analysing information
- developing a compromised search area to suit available assets
- effectively communicating and consulting with a range of individuals by a range of methods
- identifying potential search patterns and their use pertaining to terrain
- plan for results
- use initiative to achieve goals

Required Knowledge:

- coaching and team building concepts
- potential rescue platforms' capabilities and limitations
- coronial requirements in relation to SAR
- hypothermia/hyperthermia factors
- risk management principles
- personal development plan
- national search and rescue manual
- international search and rescue manuals and reference texts
- legislation relevant to the operation/incident/response and organisation
- operational, corporate, and strategic plans

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- operational standing operating procedures
- operational performance standards
- organisational personnel practices and guidelines
- organisational quality standards

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Knowledge of defining the search area

preparing search and rescue plans and making recommendations to the Senior Search and Rescue Officer that are based on research.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competence must be demonstrable for the relevant work situation by day or night. The assessment for this unit is most effectively undertaken on the job but may be undertaken in a simulation e.g. Search and Rescue Exercise – (SAREX).

Specific resources for assessment

On job assessment will not entail additional resources however, rosters may need to be amended in order for simulation e.g. Search and Rescue exercise (SAREX) to be effected.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Assets may include:

- aircraft
- including helicopters
- Australian Defence Force aircraft
- vessels and personnel
- police equipment and personnel
- civilian vessels

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- volunteer groups
- clubs and associations

Databases may include:

- contact names
- telephone numbers
- addresses (where appropriate)
- aircraft/vessel details
- aircraft/vessel requirements
- databases are maintained by updating details on a regular basis as determined by local policies and procedures

Information management strategies may include:

- communication flow
- use of technology
- compatibility
- audit trails
- standardised information reporting procedures and formats

Available data may include:

- route taken
- last verbal/radio or other contact
- known patterns based on historical/routine data
- navigation plan

Calculations may include:

- sweep width and track spacing calculations
- area – time – velocity – spacing calculations
- probability of detection factors
- time/distance/speed calculations
- time frame for survival and mobility calculations

Physiological factors may include:

- physical condition
- age
- sex
- mental condition
- health

Environmental factors may include:

- terrain
- weather conditions

Determining a search pattern and track spacing may include:

- taking into account environmental factors including: weather conditions
  - currents
  - terrain
- target type including:
  - person
  - type of vessel/life raft; and physiological factors including body mass
  - clothing

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	• medical conditions and state of mind
The nature of the problem may include:	• size of area • time of day • number of lives at risk • location/accessibility • condition of survivors • capacity of available resources and speed of rescue platform(s)
Survivor delivery points may include:	• hospital facilities • medical facilities
Time factors may include:	• time frame for survival • speed of rescue platform • time of mobilisation • transit times • rescue platform endurance

Unit Sector(s)

Aviation and marine search and rescue.

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PUAAMS008B Manage search and rescue operations

Modification History

PUAAMS008B Release 2: Layout adjusted. Application added. Content reviewed.

PUAAMS008B Release 1: Primary release.

Unit Descriptor

This unit covers the competencies involved in managing Search and Rescue operations.

Application of the Unit

This unit applies to personnel taking on a broader management role within search and rescue operations, including welfare of team members, and management of systems and records.

Team members and crews may be members of a range of government and/or non-government agencies.

All aspects of the unit should be implemented in line with organisational policies and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop strategies	1.1 Search and rescue parameters are identified based on ***information*** available. 1.2 Search and rescue strategy is developed based on all information available. 1.3 Required ***resources*** are identified in accordance with the strategy based on all available information. 1.4 Strategy is evaluated and reviewed as determined by the input of all information and review of available resources.
2. Coordinate team members	2.1 Team members are informed of the scenario and strategy, determined from outcome of review of all information and resource requirements. 2.2 ***Team members*** are briefed on their ***roles and responsibilities*** and of the way the team will operate. 2.3 Tasks are allocated to team members commensurate with their roles in the team and level of competence. 2.4 Confirmation is gained from team member of an understanding of the scenario, their role and roles of others in the team. 2.5 Performance of team members is monitored and reviewed as the scenario unfolds to determine ongoing requirements. 2.6 Feedback from team members is received and relayed to others.
3. Liaise with internal and external authorities and agencies/organisations	3.1 ***Briefings*** are provided to the appropriate people. 3.2 Resources are monitored and reviewed to determine changing requirements. 3.3 ***Guidance and support*** are provided and sought to/from authorities and agencies in accordance with requirements.
4. Manage communications systems	4.1 Communications systems are identified as appropriate to the situation and strategy. 4.2 Communications systems are selected in accordance with requirements. 4.3 Communications systems are managed to provide optimum capability.

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ELEMENT	PERFORMANCE CRITERIA
5. Manage search and rescue records	5.1 ***Records*** are managed to ensure quality and attention to detail. 5.2 Intended audience for ***written report*** is identified and expectations negotiated. 5.3 Content of report is accurate and written in a concise and logical manner. 5.4 Report is disseminated to the intended audience in a timely manner.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- develop search and rescue strategies based on information available
- effectively communicate and consult with a range of individuals by a range of means including fax
- make decisions
- negotiate
- telephone and face-to-face
- write reports

Required Knowledge

- coaching and team building concepts
- communications systems available within the Rescue Coordination Centre (RCC)
- technical maintenance state of Search and Rescue resources
- personal abilities and competence levels
- management techniques
- OH&S requirements
- personnel entitlements and administrative procedure
- team members capabilities
- organisation's policies and procedures protocols
- equipment and resource relevant to search and rescue operations

Evidence Guide

Critical aspects for assessment and evidence	The ability to assess information, form strategies, and

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required to demonstrate competency in this unit	create plans based on strategies. The ability to convey the strategies and plans to team members. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Evidence can be collected on the job or may be undertaken in a simulation. **Specific resources for assessment** On job assessment will not entail additional resources However, rosters may need to be amended if simulation e.g. Search and Rescue exercise (SAREX) is selected as the method of assessment.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Information may include:

- specialist search and rescue information systems
- search and rescue authorities
- members of the public
- vessel/aircraft owners
- agents and operators both private and commercial
- volunteer organisations
- government departments
- professional associations and event organisers

Resources may include:

- maps/charts
- electronic aids
- manuals
- instructions
- people
- equipment
- facilities
- vehicles
- vessels
- aircraft

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- fuel
- accommodation
- ADF/Police assets
- communications systems and stationery

Team members roles and responsibilities may include:

- Intelligence gathering
- allocation of assets
- rescue planning

Briefings may include:

- providing information to team members
- members of the public
- external search and rescue authorities
- manager operations
- Australian maritime safety authority public relations personnel
- media

Guidance and support may include:

- telecommunications systems including telephone
- fax and telex
- electronic communications systems
- satellite communications systems

Records may include:

- databases
- logs and files

Written report may include:

- messaging systems
- covering reports (overview of operation
- recommendations
- attachments)
- board reports and briefings
- briefings to government
- initial advice forms
- search and rescue logs
- media releases

Unit Sector(s)

Aviation and marine search and rescue.

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PUACOM001C Communicate in the workplace

Modification History

PUACOM001C Release 2: Layout adjusted. Application added.

PUACOM001C Release 1: Primary release.

Unit Descriptor

This unit covers the competency for interacting with people internally and externally through verbal, nonverbal and written communications in the workplace and the ability to follow verbal and written workplace instructions.

Application of the Unit

This unit applies to all workers, but has a specific focus on the communication skills required by entry level workers with public safety organisations and other safety roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate verbally	1.1 Language used in all communications is clear concise and appropriate to client, assignment and organisation's requirements. 1.2 Active listening skills and questioning techniques are used to clarify issues. 1.3 Established ***communication*** pathways are used for routine and non-routine communication.
2. Communicate non verbally	2.1 ***Non verbal communication*** is positive, culturally appropriate and tailored to the audience. 2.2 Non verbal communication is consistent with verbal communication.
3. Communicate with clients	3.1 Questioning, learning and summarising skills are used to establish ***client needs.*** 3.2 The needs of ***clients*** are addressed in line with organisation's policy and procedures. 3.3 Confidentiality is observed in accordance with organisation's policies and procedures.
4. Give and receive instructions	4.1 ***Instructions*** received are acted upon within an agreed time frame and to meet organisation needs. 4.2 Difficulties/problem areas are identified and communicated to the appropriate person in a timely manner. 4.3 Clarification of instructions is sought from the appropriate person. 4.4 Instructions are relayed clearly, concisely and accurately and confirmation of understanding obtained.
5. Take part in group discussions and informal meetings	5.1 Contributions are made in small informal group activities and meetings to facilitate outcomes. 5.2 Responses are sought from, and provided to, other group members in a constructive way. 5.3 Views and opinions of individuals or a group are understood, acknowledged and accurately represented to others where required.
6. Prepare and process routine written correspondence notes and records	6.1 Information and ideas are presented in a format, language and timeframe to meet organisation's requirements. 6.2 Presentation of written documents meets organisation's standards of style and accuracy. 6.3 Documents are processed to comply with legislative

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ELEMENT	PERFORMANCE CRITERIA
	requirements and organisation's policy and procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate in group setting
- follow written instructions
- give and receive verbal instructions
- interact with clients
- use information technology effectively

Required Knowledge

- effective non verbal communication techniques
- effective verbal communication techniques
- group communication techniques
- small group dynamics
- written communication skills

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in effectively interacting with clients and communicate verbally and non verbally.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

- A combination of oral or written presentations
- observations
- on the job and/or in a simulated workplace environment

Specific resources for assessment

No special requirements.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Clients may include:
- external
- internal
- representatives of other organisations
- representatives of non government organisations
- contractors
- members of the public
- persons from culturally and linguistically diverse backgrounds
- people with hearing/vision impairments

Instructions may include:
- verbal
- non verbal
- written and may include requests
- directions

Modes of communication may include:
- written
- face to face
- radio
- mobile telephone
- land line telephone
- facsimile
- information technology systems
- signalling systems
- pamphlets translated in other languages for persons from culturally and linguistically diverse backgrounds
- Auslan gestures
- use of interpreters
- signals
- visual signalling re vessels
- helicopter signals
- fixed plane signals
- signalling to vessel skipper re anchoring, towing etc

Client needs may include:
- information
- advice
- directions
- assistance

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Workplace may include:	• office • in the field • workshop • operational area • surf or ocean environment • blue water coastal areas, barrier reef • bars and bar crossings
Non verbal communication may include:	• body language • gestures and signals
Routine correspondence may include:	• brief notes • documents • number of themes covered in document would be simple and limited

Unit Sector(s)

Not applicable.

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PUACOM002B Provide services to clients

Modification History

PUACOM002B Release 2: Layout adjusted. Application added.

PUACOM002B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to interact with internal and external clients.

Application of the Unit

This unit applies to all workers who have a requirement to communicate with clients as part of their public safety role. This may include both those workers who have a specific client contact role, as well as operational workers who come in to contact with members of the public as part of their duties.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify client needs and expectations	1.1 Current and potential ***clients*** are identified. 1.2 Needs and expectations are discussed and clarified with clients.
2. Determine and implement response to client needs	2.1 Appropriate decision making processes are established with client and relevant stakeholders. 2.2 Options are identified. 2.3 Decision making criteria are identified taking account of client needs and organisational context. 2.4 Decision making criteria are applied to options in order to identify range of relevant outcomes. 2.5 ***Appropriate response*** are selected and implemented. 2.6 Client needs are recognised and taken into consideration in accordance with anti discrimination and other organisation policy and procedures.
3. Manage client expectations	3.1 Range of possible organisational responses are communicated to the client in a timely manner. 3.2 Client is informed of options for further action. 3.3 Courtesy, consideration and sensitivity are exercised at all times with the client. 3.4 All ***necessary documentation*** is obtained, completed and processed according to organisation's policy and procedures. 3.5 ***Organisation's policy and procedures*** relating to confidentiality are implemented. 3.6 Assistance is sought to manage clients' expectations when necessary. 3.7 Clients are referred to other personnel where necessary to ensure their needs are managed efficiently.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- interpersonal skills
- locating information
- reading selectively and summarising information

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Required Knowledge

- major regulatory functions of organisation
- organisation and structure
- organisation services, facilities and activities
- organisation's anti-discrimination procedures
- organisation's policies and procedures relevant to client service and information provision

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in:

- locating, interpreting and providing relevant information to requests
- seeking assistance when necessary
- completing appropriate workplace records
- working in accordance with organisation's policies and procedures

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

A combination of oral or written presentation, observation on the job and/or in a simulated workplace environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communication with clients may include:

- spoken
- face-to-face
- telephone

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- written
- electronic
- forms
- letters
- non verbal
- gestures
- body language
- displays of information
- photographs
- interpreters

Clients may include:

- colleagues
- community
- contractors
- personnel from other organisations

Other organisations may include:

- government departments
- community services
- community groups
- public safety organisations
- non government organisations

Effective (spoken) communication may include:

- clear
- sequenced explanations
- instructions
- paraphrasing
- negotiating meaning
- checking back on details
- summarising
- using another language

Appropriate response may include:

- written response involving reading
- selecting and extracting relevant information
- spoken response involving questioning appropriate personnel and relaying information to the client

Completion of necessary documentation may include:

- independent or assisted form filling
- recording events in the sequence they happened

Organisation's policy and procedures may include:

- as documented in procedures manual
- standardised operations
- conveyed through spoken language

Procedures for dealing with difficult clients may include:

- seeking assistance
- referring to other personnel

Opportunities for feedback may include:

- client satisfaction forms
- telephone survey
- follow up contact

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- suggestion box
- verbal

Unit Sector(s)

Not applicable.

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PUACOM003B Manage information

Modification History

PUACOM003B Release 2: Layout adjusted. Application added.

PUACOM003B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to manage information to support the achievement of the organisation's objectives.

Application of the Unit

This unit applies to workers who have the delegated responsibility to ensure that information is collected and disseminated to team members and also that data and information is stored in organisational information systems. This unit is relevant at both local public safety group level and organisation wide. While written specifically for the public safety industry, it may have application in other industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify information needs and sources	1.1 The ***information*** needs of individuals/teams are determined and the sources are identified. 1.2 Information held by the organisation is reviewed to determine suitability and accessibility. 1.3 Plans are prepared to obtain information which is not available or accessible within the organisation.
2. Collect and analyse information	2.1 ***Collection*** of information is timely and relevant to the needs of individuals/teams. 2.2 Information is in a formal suitable for ***analysis***, interpretation and dissemination. 2.3 Information is analysed to identify relevant trends and developments in terms of the needs for which is was acquired.
3. Use management information systems	3.1 ***Management information systems*** are used to store and retrieve data for decision making. 3.2 Technology available in the work area/organisation is used to manage information. 3.3 Recommendations for improving the information system are submitted to designated persons/groups.
4. Record and support information	4.1 The results of information gathering, analysis and synthesis are reported within specified time frames and to the standard defined by the organisation. 4.2 The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making. 4.3 Information which is gathered is disseminated to appropriate personnel within the specified timeframe.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse record information

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- collect and collate information
- communicate effectively
- disseminate information
- present information
- use management information systems to store and retrieve data

Required Knowledge

- analysis and display techniques
- information collection, collation
- information evaluation issues
- information storage requirements and methods
- reporting procedures of the organisation

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Establish an effective information system which facilitates achievement of organisational objectives. **Consistency in performance** Evidence will need to be collected over time in a range of actual and/or simulated management contexts.
Context of and specific resources for assessment	**Context of assessment** Evidence will need to be collected over time in a range of actual and/or simulated information management contexts. **Specific resources for assessment** Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Presentation of information may include:	• routine and complex reports and submissions • briefing notes • ministerials

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- proposals
- project plans
- articles and promotional material

Management information systems may include:

- computers
- communication channels
- records management
- procedures
- manuals
- protocol
- legislation
- guidelines and awards
- organisational
- legal and policy materials
- client information
- market trends
- registries and file records
- library
- financial records
- basic statistical information
- personnel resources

Analysis may include:

- application of statistical methods
- mathematical calculations
- critical analysis
- problem solving

Collection techniques may include:

- research
- surveys
- literature search
- interviews
- data bases
- observation

Collection methods may include:

- indexing
- linking
- sorting
- comparing
- categorising
- integrating

Evaluation of information issues may include:

- credibility
- reliability
- validity
- accuracy
- pertinence

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- relevance

Unit Sector(s)

Not applicable.

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PUACOM004B Manage organisational communication strategies

Modification History

PUACOM004B Release 2: Layout adjusted. Application added.

PUACOM004B Release 1: Primary release.

Unit Descriptor

This unit covers competency in developing, implementing, reviewing and evaluating communication strategies and promoting effective communication techniques in the workplace.

Application of the Unit

This unit applies to workers who have an organisation wide role in the development and management of communication strategies. It has no explicit people management requirements however it does require high level skills around interpersonal relationships and communication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop communication strategies	1.1 Strategies for effective internal and external dissemination of information are developed to meet the organisation's requirements. 1.2 ***Special communication needs*** are considered in developing ***strategies to avoid discrimination*** in the workplace. 1.3 ***Communication strategies*** are analysed, evaluated and revised where necessary to make sure they are effective.
2. Establish and maintain communication pathways	2.1 Pathways of communication are established to meet requirements of organisation and workforce. 2.2 Pathways are maintained and reviewed to ensure personnel are informed of relevant information.
3. Promote the use of communication strategies	3.1 Information is provided to all areas of the organisation to facilitate implementation of the strategy. 3.2 Effective communication techniques are articulated and modelled to the workforce. 3.3 Personnel are given guidance about adapting communication strategies to suit a range of contexts.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- building relationships
- coaching
- conflict resolution
- listening
- negotiation
- networking
- verbal communication

Required Knowledge

- conflict resolution strategies and techniques

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- language and literacy levels of personnel
- negotiation strategies and techniques
- possible communication difficulties
- range of communication strategies
- special communication needs of personnel
- techniques for improving communication and listening skills

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in:

- Strategies developed suit organisation's core business and different audiences

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Special communication needs may include:	• persons from culturally and linguistically diverse backgrounds • people with a disability
Strategies to avoid discrimination may include:	• emphasis on verbal rather than written communication • simple proformas • plain English documents • provision of individual assistance with reading/writing
Communication strategies	• internal and external information requirements

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may include:
- range of content areas
- dissemination of organisational information
- evaluation and effectiveness

Unit Sector(s)

Not applicable.

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PUACOM005B Foster a positive organisational image in the community

Modification History

PUACOM005B Release 2: Layout adjusted. Application added.

PUACOM005B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to enable effective two-way communication with the community, and to promote a positive public image.

Application of the Unit

This unit applies to workers who are required to take an active community engagement and education role. It is applicable across an organisation from both a local community and local public safety group level to organisation wide. While all workers should actively foster a positive organisational image, this unit focuses on workers with roles that include planned, active engagement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUATEA004D Work effectively in a public safety organisation (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote the organisation in the community	1.1 ***Community*** requests for ***information*** or participation are responded to in accordance with the organisation's policies and procedures. 1.2 ***Opportunities to*** explain and ***promote*** the organisation's activities are acted on to promote community recognition and support. 1.3 Non-routine requests for information are referred to an ***appropriate person.***
2. Represent the organisation in the community	2.1 The organisation's position on particular issues is represented in a way which acknowledges community concerns and promotes community awareness. 2.2 Communication and presentation to the public enhances the organisation's public image.
3. Advise and involve the community in public safety activities	3.1 The community is advised of a range of ***prevention and mitigation techniques.*** 3.2 Community members are informed and skilled to implement prevention and mitigation activities. 3.3 Community is assisted to initiate, develop and conduct prevention and mitigation techniques addressing their own particular needs.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating with wide variety of people
- evaluating activities
- interpreting comments
- listening to questions

Required Knowledge

- a range of presentation strategies and techniques

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- legislative responsibilities relevant to provision of information
- organisation policy relevant to provision of advice
- organisation's position on current issues
- relevant recording procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrate in ability to provide advice on prevention and mitigation techniques in a way that acknowledges community concerns.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

In a Fire Sector specific context, this unit should be assessed with PUAFIR301B Undertake community safety activities.

Specific resources for assessment

Access to promotional/informational material.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Information may include:

- how to participate
- publicity material
- contact information
- prevention and mitigation strategies

Community may include:

- local community
- business community including a range of ages and persons from culturally and linguistically diverse backgrounds
- people with a disability

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Opportunities to promote may include:	• answering general enquiries • presentations at community group gatherings • special interest forums • other organisation forums • community events and festivals • participating in conferences • representing organisation on associations and committees • school visits
Special promotions may include:	• career promotions • local shows • marches and ceremonies • organisation specific weeks and regular state/national events e.g. fire awareness week • bluey day • shopping mall promotions
Appropriate person may include:	• more senior personnel • personnel with specific expertise • community liaison officer • other organisation • bilingual
Response may include:	• referral • provide action • details of where to access further information
Prevention and mitigation techniques may include:	• dances • school/community group visitations/presentations • station open days • Police Citizens Clubs • specific co-operative arrangements with community groups • business owners • shopping centres/malls • etc, and should focus on local community safety issues and the fostering of closer linkages/partnership with policy

Unit Sector(s)

Not applicable.

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PUACOM006B Plan and conduct a public awareness program

Modification History

PUACOM006B Release 2: Layout adjusted. Application added.

PUACOM006B Release 1: Primary release.

Unit Descriptor

This unit covers competency for developing awareness in the local community about public safety together with an understanding of organisation's services, facilities and activities.

Application of the Unit

This unit applies to workers who are required to take an active community engagement and education role. It is applicable across an organisation from both a local community and local public safety group level to organisation wide.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUACOM005B Foster a positive organisational image in the community (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan public awareness/ information presentation	1.1 Details of the ***audience***'s, requirements and expectations are confirmed and clarified to ensure presentation meets client requirements 1.2 Objectives of presentation and respective roles of those involved are determined in consultation with ***relevant personnel.*** 1.3 Presentation is structured taking into account ***characteristics of the audience***, including ethic composition, anticipated questions and the subject matter to be presented. 1.4 Relevant ***information*** is accessed and familiarity with subject matter is confirmed to ensure all information ***imparted*** is current and accurate. 1.5 Required ***equipment*** aids and resources appropriate to the audience are identified and organised.
2. Conduct public awareness/ information presentation	2.1 Information is accurate, culturally appropriate and is presented in a clear manner, in logical sequence. 2.2 Aids and equipment are used effectively and correctly to help the audience gain knowledge and retain the information. 2.3 Presentations are conducted using recognised principles of group learning appropriate to the audience characteristics. 2.4 Feedback from audience and observers is used to assist in assessing own performance and program content. 2.5 Current publications suitable to audience, and sources of additional information are provided to enable follow-up. 2.6 Questions asked are answered and ***supplemented with relevant information***. 2.7 Queries outside the area of responsibility or expertise are referred to the relevant area.
3. Conduct visits to facilities/specific locations of interest	3.1 ***Facilities***, ***locations*** and/or equipment are prepared prior to demonstration/tour to meet organisation standards and occupational health and safety guidelines, and to promote a positive public image. 3.2 Information given is accurate and provides comprehensive coverage of the facility/location/equipment being discussed or demonstrated.

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ELEMENT	PERFORMANCE CRITERIA
4. Store resources and complete records	4.1 Equipment and resources are stored according to organisation procedures. 4.2 ***Records*** of presentations/demonstrations are completed in line with organisation requirements.
5. Evaluate/review presentations and demonstrations	5.1 Improvements to own delivery of presentations are implemented within ***operational constraints.*** 5.2 Recommendations for improvement to presentations/demonstrations and associated resources are made to relevant personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analysing feedback
- analysing information requirements
- communicating information verbally and non-verbally
- completing forms
- planning presentations
- presentation techniques
- reviewing own performance

Required Knowledge

- available presentation aids and resources
- knowledge of hazards related to the organisation's responsibility
- occupational health and safety guidelines relevant to safety of public around equipment and in facilities
- organisation procedures for packing up and storing equipment
- organisation requirements for completing records of presentations/demonstrations
- organisation standards relevant to presentation of equipment and facilities
- organisation standards relevant to safety of public in station/base premises
- overhead projector
- policy and procedures relating to provision of information about the organisation's activities
- range of communication strategies
- slide presentation equipment
- technical information relevant to presentation/tour
- use of a variety of learning/training/presentation equipment including whiteboard

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrate in:

- The preparation and presentation of information which is accurate and in accordance with the organisation's policies and procedures, guidelines and legal requirements

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Review plan against organisational guidelines and assess performance on the job.

Specific resources for assessment

Access to presentation venue.

presentation equipment and aids will be required.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Audience may include:

- adults
- children
- senior citizens
- other agencies
- pre-school children
- community groups
- persons from culturally and linguistically diverse backgrounds
- people with disabilities

Relevant personnel may include:

- co-presenter
- team leader/supervisor
- training officer

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	• human resources manager • technical expert/experienced person
Characteristics of audience may include:	• age • size of group • anticipated level of existing knowledge on the subject • the reason for attendance and level of English proficiency
Information may include:	• how to reduce public safety risk • organisation's services • facilities and activities • legal obligations of public and organisations involved
Information ***imparted*** may include:	• in a range of formal and informal situations including organisation displays and information stands • demonstrations • exercises • group displays • ceremonial displays • at local events and festivals •
Venues may include:	• shopping malls • station/base • any public place where organisation is being represented • front counter of station/base • community venues • schools • other organisation's facilities • specific locations of interest, • places of worship
Equipment may include:	• overhead projectors • electronic whiteboard • electronic presentation equipment • organisation technical equipment • practical demonstration equipment • writing material
Relevant supplementary information may include:	• information to assist the public • information of public interest
Facilities, location may include:	• shopping malls • station/base

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- any public place where organisation is being represented
- front counter of station/base
- community venues
- schools
- other organisation's facilities
- specific locations of interest
- places of worship

Records may include:

- brief written reports
- proformas
- forms
- verbal report
- attendance register
- assessment

Operational constraints may include:

- time
- financial resources
- human resources
- availability of materials
- equipment and printed matter

Unit Sector(s)

Not applicable.

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PUACOM007B Liaise with other organisations

Modification History

PUACOM007B Release 2: Layout adjusted. Application added.

PUACOM007B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to develop networks and relationships and liaise effectively with other organisations.

Application of the Unit

This unit applies to workers who have a role that includes formally liaising with other organisations in order to increase response effectiveness and community safety. While all workers should engage in networking opportunities with like-minded organisations in order to increase the effective of response in incidents, this unit is focussed at a more strategic liaisons, from local public safety group level to organisation wide.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUACOM005B Foster a positive organisational image in the community (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish networks and relationships	1.1 Formal and informal networks are established to support ongoing and future liaisons and collaboration. 1.2 Relationships are developed and used in a way which provides identifiable benefits to the organisation from shared expertise, information and/or resources. 1.3 Participation in regular meetings and forums supports mutual cooperation. 1.4 Consultation with ***affected and interested parties*** is undertaken to support the ***organisational goals and objectives***.
2. Communicate and interact with other organisations	2.1 Information is provided to other ***organisations*** in a clear, concise and comprehensive manner. 2.2 Communication with other organisations is conducted in accordance with organisational policy and procedures. 2.3 Information from other organisations is gathered to inform the improvement of services and to avoid duplication of effort.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- chairing meetings
- networking and developing relationships
- public speaking
- using networks effectively

Required Knowledge

- awareness of role and responsibilities of other organisations
- chairing meetings
- knowledge of current practices and procedures for communicating in the workplace
- meeting protocols and procedures

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- organisation's confidentiality requirements
- organisational policy and procedures relating to liaison with other organisations
- role

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated as follows:

- Networks and relationships developed and used effectively
- All information provided is accurate and clear

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Affected and interested parties may include:

- local community
- business community
- commonwealth
- state and territory and local governments

Organisational goals and objectives may vary between sectors and organisations and may include:

- organisational performance standards
- organisational personnel practices and guidelines
- organisational quality standards
- customer focussed service delivery
- community awareness of public safety issues
- effective response to incidents/operations/emergencies

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- community participation in public safety activities
- inter-organisation cooperation and collaboration
- organisational goals and objectives may vary between sectors and organisations

Organisations may include:

- public safety organisations
- government organisations
- emergency response organisations
- local
- state/territory and commonwealth
- government
- suppliers
- non-government organisations e.g. Red Cross
- Salvation Army
- volunteers
- rescue etc

Unit Sector(s)

Not applicable.

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PUACOM008B Develop and organise public safety awareness programs

Modification History

PUACOM008B Release 2: Layout adjusted. Application added.

PUACOM008B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to determine public education requirements and develop and implement programs.

Application of the Unit

This unit applies to workers who have a role in the development programs beyond a local public safety group level.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUACOM006B Plan and conduct a public awareness program (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine scope of program	1.1 ***Research and analysis*** is undertaken to determine trends and issues and the need for a program consistent with organisational strategic direction. 1.2 Target audience and characteristics are defined to inform program planning. 1.3 Aims and objectives are specified for the program and performance measures agreed which allow assessment of improvement/influence in community behaviours and attitudes.
2. Develop program	2.1 The program type, implementation, and support required to meet the needs of the ***target groups*** and organisational aims, outcomes and objectives are determined. 2.2 Resource options to implement the program are determined and preferred option identified. 2.3 Sponsorship/joint venture opportunities are investigated to maximise impact within budget. 2.4 Cost effective ***resources and materials*** are accessed that are relevant to the target group and the subject. 2.5 A pilot program is conducted where appropriate to assess effectiveness in achieving required outcomes and changes made as necessary.
3. Implement program	3.1 ***Constraints*** and opportunities for implementing the program are identified. 3.2 Production of resources is managed to ensure that relevant materials are available in sufficient quantities to meet identified needs. 3.3 The program is managed to meet agreed performance indicators within budget. 3.4 Ongoing monitoring of program is undertaken during the implementation phase.
4. Evaluate effectiveness of program	4.1 Changes in target group practice are measured against predetermined performance indicators. 4.2 Timely and relevant adjustments are made to future program to reflect evaluation outcomes. 4.3 Market response is evaluated to determine effectiveness of the program and amendments are made to reflect market feedback.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- budgeting
- program design and management
- research and analysis

Required Knowledge

- application of performance measures
- education principles
- knowledge of current principles and practices relating to developing public education programs
- marketing principles
- target groups
- use of educational support materials

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in: • Development implementation and evaluation of a public safety awareness program **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment in conjunction with presentation of portfolio evidence. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Research and analysis may include:	• review of common public enquiries • compliance levels • new trends • seasonal trends • issues
Target groups may be selected based on:	• age • location of residence • gender • type of residence • type of vehicle • drinking habits • driving habits • language • cultural group
Materials and resources may include:	• video • displays • pamphlets • trainers • experts • signage • multilingual information
Programs may include:	• incentives • penalties • education • community participation
Constraints to implementing program may include:	• budget cuts • availability of planned resources • legislative liability and areas of jurisdiction

Unit Sector(s)

Not applicable.

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PUACOM009B Manage media requirements at major incident

Modification History

PUACOM009B Release 2: Layout adjusted. Application added.

PUACOM009B Release 1: Primary release.

Unit Descriptor

This unit covers the development of a media strategy and the management of the media and provision of information for a major incident.

Application of the Unit

This unit applies to public safety workers who have been delegated media liaison responsibilities during major incidents, either at the scene or in a command centre.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess scene and organisation requirements	1.1 Restricted and/or special access areas are clearly defined to media personnel to safeguard the operation and prevent contamination of evidence. 1.2 Media access to personnel/volunteers/victims/casualties is controlled. 1.3 Operational responsibilities and provision of information to media is assessed.
2. Develop media strategy	2.1 Media plan is used to form the media strategy 2.2 Arrangements are made to meet ***media requirements*** according to incident characteristics and current developments. 2.3 Organisational media representative is selected and briefed according to availability, knowledge of incident, media presence and role played in the incident. 2.4 Media briefing area is allocated with required resources where possible. 2.5 Media co-operation is gained in order to co-ordinate ***information*** flow and to provide information to the public on matters of safety and public interest. 2.6 Media strategy is changed at any time to suit operational demands and level of incident. 2.7 Approval is gained for information releases where appropriate. 2.8 Information briefing sessions and tours are scheduled at appropriate times in line with operational responsibilities and media requirements. 2.9 Media personnel and VIP are provided with Occupational Health and Safety clothing where appropriate.
3. Provide information to media	3.1 Organisational protocols are followed when liaising with the media. 3.2 Organisational media representative provides current developments of incident where appropriate. 3.3 Interview and photo opportunities are scheduled and conducted to provide information where appropriate. 3.4 Other organisations are consulted with at the incident to ensure a consistent presentation of information to the media. 3.5 Accurate records of media enquiries and interviews

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ELEMENT	PERFORMANCE CRITERIA
	are maintained. 3.6 A two-way communication process between organisation and media is maintained.
4. Promote the organisation via the media	4.1 Work and achievements of organisation, volunteer and other organisation personnel at incident is promoted throughout the incident to assist in maintaining morale and public profile. 4.2 Own demeanour and presentation reflects the professional standards of the organisation and support for victims and others affected by the incident.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- attention to detail
- communicating facts in a fluent, clear and interesting manner
- conducting press conferences and group interviews
- empathy with victims and operational personnel
- liaison with media and other organisation personnel
- media presentation
- public speaking
- retaining professionalism under duress

Required Knowledge

- knowledge of current practices for media liaison
- legal and organisation requirements relating to confidentiality, libel, accuracy, discrimination
- newsworthiness of information
- requirements of different media newspapers, magazines, radio, television
- requirements of local v's regional v's national media
- requirements of media to present information in a newsworthy/entertaining manner
- role of media in disseminating information

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Manage media to ensure integrity of information being disseminated.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Media requirements may include:

- technical e.g. lighting/sound
- access for crew and equipment
- photographic/film opportunities
- on-site interviews
- interviews with particular personnel
- newsworthiness
- news angles
- human interest interviews and stories
- technical and other requirements of local vs regional vs national media
- of print vs radio vs television
- and of community vs commercial vs government-owned media
- individual requests from media personnel
- food
- shelter
- personal protective equipment
- telephones
- facsimiles
- power outlets
- bilingual briefing

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Information which needs to be disseminated to the public may include:	• emergency hotlines • road closures • facility closures • warnings • danger zones • persons police are seeking to interview • public information/assurance • evacuation details
Organisation and legal requirements may include:	• relating to occupational health and safety • public safety • operational priorities • confidentiality
Organisational requirements for press conferences etc may include:	• operational requirements • policies and procedures • currency of information • need for public assistance
Sources of information may include:	• other organisations • eyewitnesses • weather forecasters • own organisation personnel • volunteer workers

Unit Sector(s)

Not applicable.

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PUACOM010B Promote the organisation's mission and services

Modification History

PUACOM010B Release 2: Layout adjusted. Application added.

PUACOM010B Release 1: Primary release.

Unit Descriptor

This unit covers the competency of building networks which facilitate the promotion and representation of the organisation.

Application of the Unit

This unit applies to public safety managers with a broad and strategic role in promoting the organisation’s mission and services.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUACOM007B Liaise with other organisations (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Build networks and develop working relationships	1.1 Formal and informal networks are established at the local, regional and national levels to support ongoing and future liaison and collaboration. 1.2 The roles and responsibilities of ***stakeholders*** are recognised and taken account of in interactions. 1.3 Working relationships are developed with stakeholders and used in a way which provides identifiable benefits to the organisation and the community from shared expertise and resources. 1.4 Dealings with stakeholders are conducted in line with ethical and professional standards to develop a relationship of trust and mutual understanding. 1.5 Feedback is obtained from other organisations and governments to inform and improve service delivery.
2. Represent the organisation	2.1 The organisation's message is imparted accurately and in a clear, concise and confident manner to gain stakeholder's understanding and commitment. 2.2 The organisation's representation is sought and promoted on external bodies. 2.3 Opportunities to promote the organisation through media, government and the community are utilised in a positive and constructive manner, in line with organisational requirements. 2.4 Advice to stakeholders is provided consistent with organisation policy, needs, quality standards and legislative responsibilities. 2.5 Advice is provided in the context of strategic planning for the organisation. 2.6 Advice is provided confidentially on matters sensitive to governments and the organisation, in line with privacy and confidentiality legislation and guidelines.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- building networks and relationships

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- gaining cooperation of others
- speaking publicly

Required Knowledge

- confidentiality requirements
- goals and objectives of the organisation
- legislation
- organisation policies
- regulation
- responsibilities of three levels of government relevant to the organisation
- roles and responsibilities of other agencies and relevant organisations
- statutes impacting on the organisation

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in establishment and maintenance of networks which will promote the organisation and achieve the organisation's outcomes. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include:
- local
- state/territory and federal governments
- industry
- national and international associations

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- other emergency management and non-government organisations e.g. Red Cross/Salvation Army/Cave Rescue
- volunteers
- community groups
- technical advisers
- consultants
- work groups and individuals internal to the organisation
- customers
- utilities

Unit Sector(s)

Not applicable.

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PUACOM011B Develop community awareness networks

Modification History

PUACOM011B Release 2: Layout adjusted. Application added.

PUACOM011B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to develop appropriate networks within the community to enable the development and implementation of effective public safety awareness activities.

Application of the Unit

This unit applies to workers with a role that includes creating networks within geographically specific communities in order to advance public safety knowledge within that community. This may be relevant to managers of local public safety groups, however may be more relevant to managers responsible for supporting multiple public safety groups within a larger geographical area.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR301B Undertake community safety activities (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop networks within the community	1.1 Individual and group ***stakeholders*** within the community, and their issues and concerns, are identified. 1.2 Rapport is established and maintained with appropriate community representatives and groups.
2. Manage public safety awareness activities	2.1 Need for activities is determined. 2.2 Cooperation and support is enlisted from industry, government and the ***community*** in planning and initiating special promotions which target the identified needs. 2.3 Representation for the organisation in public forums and community events is arranged to promote awareness and a positive public image of the organisation.
3. Facilitate community group discussions and formal meetings	3.1 Relevant ***information*** is provided to the group to facilitate its outcomes. 3.2 Contributions are sought, acknowledged and encouraged to foster group participation. 3.3 ***Strategies*** appropriate to the group are implemented to promote ongoing participation of all group members. 3.4 Objectives and agendas for meetings are negotiated to assist the community. 3.5 Meeting procedures are appropriate to the level of formality and the community context.
4. Report on public safety awareness activities	4.1 Community perceptions of organisational personnel and quality of service delivery are consistently monitored by listening to feedback, both direct and via the media. 4.2 ***Public safety awareness*** activities are evaluated. 4.3 Reports detailing activities, results and recommendations are completed and processed in line with organisation guidelines.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse and evaluate the effectiveness of public safety awareness activities
- analysing community safety needs
- communicating in a group setting
- communicating with wide variety of people
- establishing networks
- evaluating activities
- facilitating group discussion and participation
- interpreting comments
- listening to questions
- media liaison
- relevant recording procedures
- reporting procedures and standards
- writing reports

Required Knowledge

- a range of presentation strategies and techniques
- activities and level of community activity of various organisations in the community
- fairs and events
- how to identify leaders/stakeholders representatives'
- legislative considerations and organisation standards relevant to communication and provision of information
- organisation policy relevant to provision of advice
- possible implications of community festivals
- possible protocols and procedures
- promotional techniques and methods
- role
- small group dynamics

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in the identification and establishment of networks relevant to the development and implementation of public safety awareness activities.

Consistency in performance

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Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include:
- local community
- service clubs
- neighbourhood watch
- ethnic groups
- festival and show committees
- sporting groups
- tourist industry
- local businesses
- chambers of commerce
- local facility management

Community includes:
- local community
- business community and will include a range of ages and a diversity of cultural, linguistic and ethnic backgrounds

Information may include:
- how to manage public safety risks

Opportunities to promote may include:
- presentations at community group gatherings
- special interest forums
- other organisation forums
- community events and festivals
- speaking at seminars
- participating in conferences
- representing organisation on associations and committees

Public safety awareness may include:
- career promotions
- local shows
- marches and ceremonies
- organisation - specific weeks and regular

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	state/national events e.g. fire safety week • bluey day • shopping mall promotions • processes derived from models such as community fire guard • Neighbourhood Watch and Landcare
Appropriate person may include:	• more senior personnel • personnel with specific expertise • community liaison officer • other organisation and bilingual personnel
Public safety awareness activities should be evaluated in terms of:	• their costs and benefits
Identification of needs may include:	• surveys • questionnaires • research • policy directive from management
Appropriate media and equipment may include:	• whiteboard • overhead projectors • slides • multi-media • electronic whiteboard • computerised slide presentation • organisation technical equipment • models • dummies • microphones
Appropriate presentation techniques style and language may include:	• recognised group presentation techniques including audience participation • questioning • activities • change of pace • use of range of equipment • level of formality appropriate to group/own position • language appropriate to age • language level of group
Strategies may include:	• encouragement • reinforcement • icebreakers • active physical involvement

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Records may include:
- minutes of meetings
- diarised entries
- formal reports
- proformas

Response may include:
- refer
- provide advice
- details of where to access further information

Unit Sector(s)

Not applicable.

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PUACOM012B Liaise with media at a local level

Modification History

PUACOM012B Release 2: Layout adjusted. Application added.

PUACOM012B Release 1: Primary release.

Unit Descriptor

This unit covers the liaison with media at a low level incident and providing information about local events.

Application of the Unit

This unit applies to workers of local public safety groups who are delegated the responsibility to liaise with media in both emergency and non-emergency situations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine media requirements	1.1 ***Organisational protocols*** are followed when ***liaising with the media.***
	1.2 The media's potential interest is assessed and arrangements are made to meet needs where appropriate.
	1.3 ***Operational responsibilities*** are balanced against the provision of information to the ***media.***
2. Provide information to the media	2.1 A positive image of the ***organisation*** is maintained when liaising with the media.
	2.2 Every opportunity is used to promote the organisation, its services and personnel.
	2.3 ***Relevant and succinct information*** is supplied to media when operational responsibilities are under control and when organisational representative is available to talk to the media.
3. Publicise an event	3.1 Relationship is established with media contacts.
	3.2 ***Event*** details and support materials are gathered and presented in a logical, relevant and concise manner to the media.
	3.3 Information provided to media is recorded and maintained.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- attention to detail
- communicating facts in a fluent, clear and interesting manner
- empathy with victims and operational personnel
- liaison with media and other organisation personnel
- media presentation
- prioritisation between operational responsibilities and provision of information to media
- public speaking
- retaining professionalism under duress

Required Knowledge

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- organisational protocols relating to media liaison, for example legal and organisation requirements relating to:
  - confidentiality
  - libel
  - accuracy
  - discrimination
- role of media in disseminating information
- requirements of media to present information in a newsworthy/informative manner
- requirements of different media:
  - newspapers
  - magazines
  - radio
  - television (local, regional, national media)
- communication skills
- establishing media relationship

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in providing information to media whilst managing operational responsibilities. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisation may include	• Fire

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	• Police • State Emergency Service • Emergency Management
Organisational protocols may include	• organisational policies and procedures • personal presentation being as neat as possible considering the operational circumstances • ensuring media liaison person is fully briefed and prepared • acknowledge support of other organisations • seeking advice from headquarters where appropriate • limiting comments on role of own service • relevant Federal and State legislation and regulations
Liaising with the media may include	• print (local, community, daily newspapers, magazines) • television (live or pre-recorded) • radio (live or pre-recorded)
Operational responsibilities may include	• preservation of life and property, which is the principal concern to all public safety personnel • presenting information relevant to the public
Event may include	• long service to organisation • medal presentation • awarding of certificates • donations/sponsorships/fundraising • recruiting • new equipment • VIP visit • open day • training • unusual rescues • self help information
Media's potential interest may include:	• enormous media event • standard report • human interest • in the public's interest
Media's requirements may include:	• deadlines • capabilities • visual and verbal requirements • types of medium • variation • journalists • amenities • briefing area

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Media may include:	• access to media liaison person • bilingual personnel and bilingual information • representatives from mainstream, community and ethnic television • print and broadcast media
Organisational positive image may include:	• promote the relevance and efficiency of the service • report the facts • heroism of personnel • organisational personnel are co-operative and responsive • organisational personnel well presented • handling media in most positive manner in even the most adverse conditions/circumstances
Media opportunity may include:	• opportunity to promote the services • provide educational information to the public • airplay
Relevant and succinct information may include:	• information that according to protocol is available for public release • report facts and avoid speculation • do not supply classified information • use language that can be readily understood by all to avoid misinterpretation

Unit Sector(s)

Not applicable.

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PUACOM013B Administer a local public safety group

Modification History

PUACOM013B Release 2: Layout adjusted. Application added.

PUACOM013B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to administer a local public safety group such as an SES unit, a surf life saving club, a local brigade, or a volunteer marine rescue unit.

Application of the Unit

This unit applies volunteer managers of local public safety groups.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage administrative functions	1.1 ***Administrative functions*** are scheduled and allocated to self or others to meet agreed deadlines. 1.2 ***Records*** are maintained in accordance with ***organisational standards.*** 1.3 Records are completed clearly, accurately and legibly. 1.4 Records are filed accurately and systematically.
2. Distribute organisational information	2.1 ***Organisational information*** and instructions are communicated to others on an on-going basis. 2.2 Information is directed to the appropriate person(s). 2.3 Communication is clear, unambiguous and relevant to the subject and target audience.
3. Prepare strategic plans	3.1 Strategic outcomes are established in the context of the organisation's direction. 3.2 Plans to meet the strategic outcomes are developed and implemented. 3.3 ***Strategic plans*** are regularly reviewed and updated to incorporate changing circumstances.
4. Administer organisation finances	4.1 A budget is prepared, taking into account local needs and funding limitations. 4.2 Budget is administered according to organisational financial policies and procedures. 4.3 Expenditure is controlled to meet budget outcomes. 4.4 ***Financial records*** are maintained according to organisational financial policies and procedures. 4.5 Standards of financial probity are adhered to.
5. Arrange and conduct audits	5.1 Financial audits are arranged in accordance with organisational standards. 5.2 Safety audits are periodically conducted in accordance with OH&S guidelines. 5.3 Equipment stocktakes are conducted in accordance with organisational standards.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

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Required Skills

- conduct equipment stocktakes
- conduct safety audits
- evaluate resource usage
- interpret financial reports
- monitor financial reports
- monitor resource allocation and usage
- operate a recognised filing system
- plan activities and set priorities
- prepare budgets
- produce resource reports
- write in clear, concise English

Required Knowledge

- budget processes
- equal employment opportunity legislation
- legislative requirements and organisation's procedures for budget development and financial management
- management information systems
- occupational health and safety legislation
- standard operating procedures (SOPs), policies and procedures
- stock handling procedures
- tools to keep records and produce resource reports

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to complete accurate records in a timely manner. **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated administrative contexts.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed by observing an individual in an administrative role in the workplace. **Specific resources for assessment** There are no special resource requirements for this unit.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Administrative functions may include:
- Preparing correspondence
- Actioning requests for information
- Authorising equipment requisitions and expenditure
- Keeping records and collecting statistics

Records may include:
- Planning and budget documents
- Financial records
- Operational records
- Training records
- Personal and personnel records
- Stock and equipment records
- Temporary loan books
- Equipment usage records
- Maintenance records
- Project briefs
- Inventories
- Standard operating procedures
- Reports and other documentation

Organisational standards may include:
- Legislation including Audit Act
- Finance regulations
- Equal Employment Opportunity and Occupational Health and Safety legislation
- Organisation's corporate and strategic plans
- Organisation's financial and other resource management guidelines
- Technology and data associated with management information systems

Organisational information may include:
- Schedule of events
- Training plans
- Potential training opportunities
- Policies and procedures
- Administrative instructions and information bulletins

Strategic plans may relate to:
- Training
- Fundraising
- Building
- Maintenance

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- Recruiting
- Membership retention
- Community information
- Public relations and profile

Financial records may include:

- Cash books
- Bank reconciliation
- Sales tax records
- Order books
- Petty cash records
- Budget papers
- Fundraising and social club records

Unit Sector(s)

Not applicable.

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PUACOM014B Contribute to community safety

Modification History

PUACOM014B Release 2: Layout adjusted. Application added.

PUACOM014B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to participate in specific hazard identification, present community safety information and undertake mitigation activities while predominantly under supervision.

This unit is based on PUAFIR208B Participate in community safety activities.

Application of the Unit

This unit applies to workers who are required, under supervision, to take part in a range of community safety prevention and education activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in the identification of specific hazards	1.1 Available information is assessed to identify specific ***hazards*** as directed. 1.2 ***Community members***, ***organisations*** and own organisational staff are consulted during the identification process in accordance with the organisation's procedures. 1.3 Outcomes of identification process are reported to the supervisor.
2. Participate in presenting community safety information	2.1 Community safety information is collected and prepared in accordance with the organisation's requirements and the ***needs of the target group.*** 2.2 Community safety information is distributed to the relevant target groups as instructed. 2.3 Location for presentation is identified and relevant preparations for the event are undertaken as directed. 2.4 ***Feedback*** received from the participants is reported to the supervisor in a timely manner.
3. Participate in risk mitigation activities	3.1 Appropriate risk mitigation procedures, work instructions and directions are followed in accordance with the organisation's procedures. 3.2 Work is undertaken in accordance with occupational health and safety procedures. 3.3 ***Mitigation activities*** are undertaken with minimum damage to the ***environment*** in accordance with organisational procedures and ***legislation.*** 3.4 Outcomes are reported to the supervisor.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply risk mitigation activities
- communicate in groups
- identify hazardous materials
- present to small groups

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- verbal and non-verbal communication

Required Knowledge

- hazard identification
- hazardous materials identification
- mitigation
- principles of hazard behaviour
- relevant legislation
- safe work practices

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to identify hazards specified by the industry sector in which the person is working; to present information in accordance with the organisation's procedures; and to undertake risk mitigation activities. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace. **Specific resources for assessment** Access to the appropriate literature and equipment.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Assessing available information may include:	• Undertaking accompanied inspections such as:
	  • familiarisation inspections
	  • inspections required by legislation

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RANGE STATEMENT

- licensed premises inspections
- scheduled inspections

Hazards may include:

- adverse weather
- after dark operations
- closed access routes
- conflict with cultural practices
- damaged structures
- dangerous goods
- debris
- difficult terrain
- events such as fire, flood, storm
- electrical hazards
- explosion
- hazardous materials
- illegal or careless use of fire
- impediments to firefighting and rescue activities
- natural disasters
- on-scene hazards such as smoke, darkness, heat; machinery, equipment, products; structural collapse; hazardous products and materials
- structural fire and associated exposures
- time pressure
- utilities (electricity, gas, water and sewage)

Community members and organisations may include:

- Geographically-based groups of people such as: households, neighbourhood, suburbs, business districts and towns
- Indigenous Australian communities, which can be metropolitan, regional, rural or remote communities
- Shared-experience groups of people such as:
  - particular-interest groups, ethnic groups, professional groups, language groups, age groupings and those exposed to a particular hazard

Needs of the target group may refer to:

- age
- cultural issues and protocols
- language read
- language spoken
- learning preferences e.g. audio, print, visual
- literacy and numeracy support
- mobility issues
- requiring an interpreter

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RANGE STATEMENT

Feedback may include:	• support issues • checklists • facilitated group meetings • reports, verbal and/or written submitted to immediate supervisor • survey results • standard organisation forms • using an interpreter
Mitigation activities may include:	• altering work practices • community activities • community information/education • hazard isolation • hazard management • hazard reduction • hazard removal
Environment may include:	• built environment • elements such as economics, commerce, culture and public safety service provisions that relate to how the community functions • natural environment such as: topographical features, water bodies, vegetation communities and ecosystems
Legislation may include:	• local, state/territory and/or commonwealth acts and regulations

Unit Sector(s)

Not applicable.

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PUACOM015B Conduct community safety activities

Modification History

PUACOM015B Release 2: Layout adjusted. Application added.

PUACOM015B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to identify and evaluate risk, to select and implement strategies to reduce risk and to improve community safety.

This unit is based on PUAFIR301B Undertake community safety activities.

Application of the Unit

This unit applies to those workers who have a role in evaluating hazards, determining risk, and planning appropriate community safety prevention and education activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUATEA004D Work effectively in a public safety organisation

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify specific hazards	1.1 ***Hazards*** are identified using the organisation's risk management procedures and process. 1.2 Specific hazards in area of responsibility that may impact on life, ***property***, process or the ***environment*** are accurately identified and reported to the supervisor according to the organisation's procedures. 1.3 ***Inspections*** are conducted to provide for relevant information for pre-incident planning. 1.4 ***Community members and organisations*** are consulted where appropriate during the identification and/or inspection process.
2. Consider hazard information to determine level of risk	2.1 Level of risk is determined using the organisation's risk management procedures and process. 2.2 Liaison is undertaken with external organisations as required and according to the organisation's procedures.
3. Implement risk mitigation guidelines	3.1 Risk ***mitigation strategy*** is selected from a pre-determined list and implemented. 3.2 Risk reduction activities are conducted in accordance with the organisation's procedures. 3.3 Mitigation guidelines are implemented with minimum damage to the environment in accordance with ***legislation*** and the organisation's procedures.
4. Evaluate mitigation strategies	4.1 ***Feedback*** is provided to appropriate parties on the risk mitigation procedures and process. 4.2 Mitigation strategies are evaluated for effectiveness and community acceptance. 4.3 Issues are reported to supervisor according to the organisation's procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse feedback
- apply risk management guidelines to the organisation

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- complete forms
- identify at risk plant species
- identify building construction and materials
- identify hazardous materials
- liaise with community groups
- oral and written communication

Required Knowledge

- Australian Standard AS/NZS 4360
- community organisation contacts
- evacuation procedures
- hazardous materials
- occupational health and safety guidelines
- organisation risk identification guidelines, policies and procedures relating to hazard reduction, hazard isolation, hazard removal and hazard management
- principles of hazard behaviour and suppression
- relevant legislation
- relevant technical information
- risk management principles specific to the organisation

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to identify and describe the relationship between a hazard and the risk posed to the community and environment; and to evaluate risk against established organisation risk management guidelines in consultation with relevant community groups. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace. **Specific resources for assessment** Access to organisation forms and appropriate equipment.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazards may include
- Adverse weather
- After dark operations
- Closed access routes
- Conflict with cultural practices
- Damaged structures
- Dangerous goods
- Debris
- Difficult terrain
- Events such as fire, flood, storm
- Electrical hazards
- Explosion
- Hazardous materials
- Illegal or careless use of fire
- Impediments to firefighting and rescue activities
- Natural disasters
- On-scene hazards such as smoke, darkness, heat; machinery, equipment, products; structural collapse; hazardous products and materials
- Structural fire and associated exposures
- Time pressure
- Utilities (electricity, gas, water and sewage)

Property may include:
- Buildings
- Infrastructure which provides for the movement of people, goods and services

Environment may include:
- Built environment
- Elements such as economics, commerce, culture and public safety service provisions that relate to how the community functions
- Natural environment such as: topographical features, water bodies, vegetation communities and ecosystems

Inspections may include:
- Familiarisation inspections
- Inspections required by legislation
- Licensed premises inspections
- Scheduled inspections

Community members and organisations may include:
- Geographically-based groups of people such as:
  - households, neighbourhood, suburbs, business districts and towns

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- Indigenous Australian communities, which can be metropolitan, regional, rural or remote communities
- Shared-experience groups of people such as:
  - particular-interest groups, ethnic groups, professional groups, language groups, age groupings and those exposed to a particular hazard

Mitigation strategies may include:

- Altering work practices
- Community activities
- Community information/education
- Hazard isolation
- Hazard management
- Hazard reduction
- Hazard removal

Legislation may include:

- Local, state/territory or federal acts or regulations

Feedback may include:

- Checklists
- Facilitated group meetings
- Reports, verbal and/or written submitted to immediate supervisor
- Standard organisation forms
- Survey results
- Using an interpreter

Unit Sector(s)

Not applicable.

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PUAECO001A Operate telephony systems

Modification History

PUAECO001A Release 2: Layout adjusted. No changes to content.

PUAECO001A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to efficiently operate emergency communications centre telephony systems and equipment.

Application of the Unit

This unit applies to emergency communications centre personnel.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Use telephony system**	1.1 Telephony system is accessed and set up in accordance with organisational procedures 1.2 Telephony system is ***operated*** in accordance with ***manufacturer's instructions*** 1.3 Appropriate lines are accessed in accordance with organisational procedures 1.4 Standard agency answering protocols are applied for emergency calls and general enquiries 1.5 ***System functions*** are used appropriately to ensure caller status is maintained 1.6 ***Systems*** and other interfaces are accessed to locate and record information 1.7 Telephony system is controlled and coordinated to ensure equitable access and prioritisation of operations 1.8 Calls are terminated in accordance with organisational procedures
2. **Identify faults in the telephony system**	2.1 System testing is conducted in accordance with manufacturer's and organisational policies and procedures 2.2 Telephony systems are monitored for faults and ***appropriate action*** is taken 2.3 Back-up telephone system and business continuity arrangements are followed when primary telephony systems fail

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access organisational documentation
- accurately record and relay information
- effectively communicate orally and in writing
- effectively use telephony equipment, computer systems, and associated software
- maintain telephone systems
- operate back-up and business continuity systems
- work in stressful situations

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Required Knowledge

- effective telephone techniques
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- relevant legislation and regulations
- safety issues such as acoustic shock, head set, electrical storms, spurious noises, required breaks, stress management, ergonomics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • use telephone system in a time critical environment • effectively apply telephone functions • effectively apply protocols and procedures • implement back-up arrangement. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations, particularly in a stress environment involving 000 calls.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to: • agency protocol documentation • back-up systems • operations and systems manuals • organisational documentation • relevant databases

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	• telephony system • training databases, where available • training manual • workplace expert/s.
Method of assessment	This unit may be assessed with the following unit: • PUAECO002A Process emergency incident calls and enquiries. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisational procedures may include	• Legislation relevant to the organisation • Operational, corporate and strategic plans • Operational performance standards • Operational policies and procedures • Organisational personnel and occupational health and safety practices and guidelines • Organisational quality standards • Organisation's approach to environmental sustainability
Operating a telephony system may include	• Using computer software • Using hard phone and soft (electronic touch screen)

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	phone • Using text telephone or telephone typewriter (TTY)
Manufacturer's instructions may include	• Functions such as conference calls, quick dial, hold, transfer, direct lines • Safety such as acoustic shock, head set attachments, lightning • Use of head set and hand set
System functions may include	• Allocating lines to specific operators • Conference calls • Direct lines • Holding calls • Memory dialling • Muting calls • Transferring calls
Systems may include	• Computer aided dispatch (CAD) • Manual
Taking appropriate action may include	• Identifying technical faults • Dealing with identified faults if within own area of responsibility • Referring identified faults to supervisor or appropriate personnel

Unit Sector(s)

Not applicable.

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PUAECO002A Process emergency incident calls and enquiries

Modification History

PUAECO002A Release 2: Layout adjusted. No changes to content.

PUAECO002A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to receive and respond to incoming calls and enquiries in an emergency communications centre or an information hotline.

Application of the Unit

This unit applies to personnel who process emergency calls for assistance and routine enquiries in an emergency communications centre.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive incoming incident calls/enquiries	1.1 ***Routine and emergency incident calls*/*enquiries*** are answered promptly using standard agency answering protocols and telephony system, ***related equipment*** and computer aided dispatch system, in accordance with ***organisational policies and procedures.***
	1.2 Relevant information of the caller/incident/enquiry is ***established*** in accordance with organisational policies and procedures.
	1.3 ***Factors which may affect the caller's ability to provide accurate information*** are assessed and taken into consideration.
	1.4 ***Type of incident call*/*enquiry*** is determined quickly and accurately, and call authenticity is determined, in accordance with organisational protocols.
	1.5 ***Details*** of the incident call/enquiry are obtained and accurately ***logged***, in accordance with organisational policies and procedures.
	1.6 Appropriate response is ensured by interacting with other relevant personnel.
2. Provide information to caller/s in possible danger	2.1 ***Potential danger*** to caller/s is assessed quickly and accurately.
	2.2 ***Safety information appropriate to the situation and caller's needs*** is communicated clearly.
3. Locate an incident	3.1 Organisation's area/s of operational responsibility is identified.
	3.2 Appropriate directories, ***maps*** and databases are used to find incident location/s.
	3.3 Calls/enquiries are ***concluded*** in accordance with organisational policies and procedures.
4. Action received request	4.1 Request for assistance is actioned in accordance with organisational policies and procedures.
	4.2 ***Information*** is ***summarised and communicated*** using clear and appropriate language, in accordance with organisational policies and procedures.
	4.3 Follow-up procedures and notifications to other emergency services or agencies are implemented as required.
5. Operate equipment	5.1 Appropriate ***equipment*** is chosen for the task, context and needs of the incident.
	5.2 Equipment is used and operated safely in accordance

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ELEMENT	PERFORMANCE CRITERIA
	with organisational and manufacturer's instructions.
	5.3 Faulty equipment is identified and reported in accordance with organisational policies and procedures, and alternative strategies are employed when necessary.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accurately record and relay information
- apply relevant organisational policies and procedures to support appropriate response decisions
- control the conversation to ensure necessary information is obtained from the caller
- deal with difficult and distressed callers
- communicate orally and in writing
- use telephony equipment, radios, computer systems and associated software
- employ fault bypass procedures
- maintain readiness in periods of low operational activity
- read and interpret basic maps to identify location of incident
- respond calmly to multiple demands in high operational activity
- type with speed/accuracy in accordance with organisational specifications
- use appropriate questioning techniques
- use codes, abbreviations or specialist terminology in the transmission of information
- use equipment designed to receive incoming incident calls/enquiries in accordance with organisational and supplier procedures
- use equipment relating to incident/information management
- use language appropriate to the caller
- use voice procedures consistent with organisational procedural requirements

Required Knowledge

- area of operations
- codes, abbreviations or specialist terminology used by the organisation when receiving or taking action in response to incoming incident calls/enquiries
- communications equipment used in the management of incidents and non operational enquiries
- telephone communication techniques such as responding to queries clearly and concisely; ensuring appropriate referral processes are followed; exercising discretion and confidentially; taking follow-up steps where appropriate; displaying empathy;

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effectively handling caller behaviour (such as aggressive, angry, controlled, distressed, hysterical, passive, scared, timid); effectively responding to callers whose first language is not English or who have difficulties with the English language; effectively responding to the age of the caller; questioning caller in such a way that allows the caller to respond in a timely manner; using open and closed questioning

- organisational policies, procedures and practices
- organisational resources such as aerial appliances (hydraulic/telescopic ladder, hydraulic platform, combination ladder/platform); aircraft (helicopters and fixed wing); special appliances (hazardous materials response vehicles, specialist rescue vehicles, special materials carriers [foam, breathing apparatus], command and control vehicles); vehicles (pumpers/tankers/combinations; heavy, medium, light; four-wheel drive)
- relevant legislation and regulation
- stress management techniques
- time management techniques
- types of emergencies (with regards to relevant legislation)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • recognise the difference between routine and emergency incident calls/enquiries • effectively handle incident calls/enquiries • use techniques to obtain information in as short a time as possible • take appropriate action in accordance with organisational procedures as a result of the incoming incident call/enquiry • use relevant technology for the recording of requests for assistance/enquiries in accordance with organisational policies and procedures. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations across a range of different callers, types of emergencies and level of activity.
Context of and specific	**Context of assessment**

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resources for assessment	Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to: • agency protocol documentation • back-up systems • operations and systems manuals • organisational documentation • relevant databases • telephony system • training databases, where available • training manual • workplace expert/s.
Method of assessment	This unit may be assessed with the following units: • PUAECO001A Operate telephony systems • PUAECO003A Operate and control radio networks • PUAECO004A Operate computer aided dispatch system. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Routine and emergency incident calls/enquiries may include:	• administrative queries • requests for general organisational information • requests for help in critical situations • requests for help in non-critical situations
Related equipment may include:	• computers (data transfer from other agencies) • electronic indicators (such as fire alarms) • paging systems • radio • telephonic services
Organisational policies and procedures may include:	• mutual aid, memorandum of understanding with other agency/s • organisation's approach to environmental management and sustainability • procedures which concern the operations of the organisation in an emergency situation • procedures which are not of an emergency nature but may affect the organisation's operations in an emergency • procedures which form part of the day-to-day running of the organisation • procedures which concern the operations of other agencies, services and organisations which may be required to attend emergency situations
Establishing relevant information of the caller/incident/enquiry may include:	• active listening skills (such as clarifying, giving full attention to the caller, maintaining contact with the caller and prompts, summarising, using open questions) • appropriately responding to cultural diversity and people with specific needs • controlling the call • effective communication skills, techniques and resources • questioning techniques
Factors which may affect the caller's ability to provide accurate information may include:	• ability to speak • age • call difficulties such as call being disconnected • impact of alcohol or drugs • knowledge of the area (for example, a tourist may have limited knowledge) • language spoken • level of distress • mental health

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Type of incident call/enquiry may include:	• alarm • HAZMAT • motor vehicle accident • rescue • structure • vegetation

Details of the incident call/enquiry may include:	• address
	• caller name and phone number
	• location:
	  • commonplace name
	  • cross streets
	  • distinguishing features
	  • landmarks
	  • latitude and longitude
	  • marine chart
	  • nearest intersection
	  • position in street
	  • rural addressing
	  • suburb, town, city
	  • street number
	  • type

Logging incident calls/enquiries may include:	• checking permit log and plotted fires • creating incident file and verifying and saving details • liaising with fire towers • making appropriate records • phoning alarmed premises

Potential danger may include:	• danger from animals, building debris or dangerous goods and hazardous substances
	• factors associated with caller health or wellbeing such as being older or having a physical disability which may mean the caller is not able to evacuate; language difficulties; panic and shock
	• factors which may impact on caller's ability to reach safety:
	  • ability to speak
	  • effects of alcohol and/or drugs
	  • age
	  • knowledge of the area/location
	  • language/s spoken
	  • level of distress

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	• mental health • telephone difficulties such as call being disconnected • smoke inhalation • structural collapse • vehicle ignition
Safety information appropriate to the situation and caller's needs may include:	• drop to floor to reach exit • immediate evacuation in accordance with building evacuation plan • leave area by recommended route • stand in an identified location to wait for the appliance and fire crew • use appropriate protective clothing
Maps may include	• books of maps • computer-generated maps • road maps • street directories • topographical maps • tourist maps
Concluding calls/enquires may include:	• confirmation of response • reassurance • pre-arrival instructions
Information may include:	• environmental factors • factors affecting agency's operational readiness • risks associated with the incident • topography • weather conditions
Summarising and communicating information may include:	• informing other public safety agencies and relevant stakeholders about the response • maintaining liaison with colleagues • notifying senior management and other organisations as required • providing information pre-arrival of the emergency service/s
Equipment may include:	• computer back-up systems • computer hardware - other than the organisation's primary computer hardware system (such as portable computers) • computer software - other than the organisation's primary computer software program/s (such as mapping programs, word processing, hazardous materials databases)

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- facsimile
- landline, mobile and satellite telephones - other than the organisation's primary telephone system
- pager systems
- printers
- recording equipment
- remotely controlled fire station equipment
- security equipment
- signalling devices (such as alarm telemetry equipment)

Unit Sector(s)

Not applicable.

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PUAECO003A Operate and control radio networks

Modification History

PUAECO003A Release 2: Layout adjusted. No changes to content.

PUAECO003A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to efficiently operate and control radio networks and equipment.

Application of the Unit

This unit applies to emergency communications centre personnel who operate and control radio networks to respond to organisational requests and to support operational events.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use radio networks	1.1 Radio network is accessed in accordance with organisational procedures. 1.2 ***Radio equipment*** is operated in accordance with manufacturer's instructions. 1.3 Appropriate channels, frequencies and talk groups are allocated, selected and deselected in accordance with organisational policies and procedures. 1.4 Appropriate codes, terminology, pro-words, call signs and abbreviations are used to receive and transmit information. 1.5 Organisational radio protocols are used to transmit and receive messages. 1.6 Radio contact is monitored in accordance with organisational procedures. 1.7 Network is controlled and coordinated to ensure equitable access and prioritisation of operations. 1.8 Network is operated in accordance with relevant legislation and organisational operational requirements. 1.9 Equipment is used safely in accordance with the organisational and manufacturer's instructions.
2. Identify faults in the radio network	2.1 Technical faults in the radio network are identified and ***appropriate action is taken.*** 2.2 ***Back-up or alternative systems*** are utilised when primary system fails or when required. 2.3 Equipment is tested in accordance with organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- enunciate clearly
- communicate effectively
- receive messages
- transmit messages
- use call up sequence

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Required Knowledge

- basic principles of radio operation
- organisational specific communication protocols
- phonetic alphabet/figures/language
- principal components of radios
- radio network/system
- radio procedures (call signs, vehicle codes, codes, terminology, pro-words and abbreviations)
- readability table
- voice procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • enunciate clearly and concisely • use communication protocols • operate equipment correctly within organisational benchmarks • respond to calls from the field in a timely and effective manner • work effectively in stressful situations • maintain control over the network • operate effectively in routine and peak conditions of operational activity. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to:

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	• alternative technologies • back-up systems • communications protocol handbooks • manufacturers' operating instructions • operations and systems manuals • organisational documentation • primary and back-up/alternative radio network • relevant databases • training databases, where available • training manual • workplace expert/s.
Method of assessment	This unit may be assessed with the following unit: • PUAECO004A Operate computer aided dispatch system. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Radio equipment may include:	• antenna • associated computer equipment • portable/mobile radios and attached equipment (microphone)

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	• repeaters (static and portable) • transceivers and attached equipment (foot pedal, microphone)
Organisational policies and procedures may include:	• legislation relevant to the organisation • operational, corporate and strategic plans • operational performance standards • operational policies and procedures • organisational personnel and occupational health and safety practices and guidelines • organisational quality standards • organisation's approach to environmental sustainability
Taking appropriate action may include:	• identifying technical faults • dealing with identified faults if within own area of responsibility • referring identified faults to supervisor or appropriate personnel
Back up or alternative systems may include:	• alternative frequencies and spectrums • alternative networks • landline network • mobile phone network • relay systems • satellite phone

Unit Sector(s)

Not applicable.

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PUAECO004A Operate computer aided dispatch system

Modification History

PUAECO004A Release 2: Layout adjusted. No changes to content.

PUAECO004A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to efficiently operate the organisation's computer aided dispatch.

Application of the Unit

This unit applies to emergency communications centre personnel who use a variety of computer aided dispatch systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Operate dispatch systems	1.1 Computer aided dispatch (CAD) log on and shift change protocols are implemented. 1.2 CAD, other interfaces and associated equipment are set up and navigated for optimum operation. 1.3 CAD is interrogated to retrieve required information. 1.4 Data is accurately recorded in accordance with organisational procedures. 1.5 Relevant data/information is continually monitored, maintained and updated, in accordance with organisational protocols. 1.6 Entries are checked for accuracy and corrective action is taken, in accordance with organisational procedures and system capacity. 1.7 Incident completion processes are implemented in the CAD. 1.8 Equipment is used safely in accordance with organisational and manufacturer's instructions.
2. Identify faults in the CAD	2.1 Technical faults in the CAD are identified and ***appropriate action is taken.*** 2.2 ***Back-up systems*** are utilised when primary system fails. 2.3 Deficiencies or opportunities for improvement are reported in accordance with organisational policies and procedures. 2.4 Systems and equipment are tested in accordance with organisational policies and procedures. 2.5 Test issues are referred to supervisor and/or relevant personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accurately record and relay information
- assess and prioritise information appropriately
- multi task
- operate a computer

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- operate and adapt to different programs/databases
- operate CAD during peak activity
- process data
- retrieve information
- type with speed/accuracy in accordance with organisational specifications

Required Knowledge

- codes, terminology, pro-words and abbreviations
- databases (fire alarm, mapping, hazardous substances)
- message notification systems such as pager networks, SMS, short data messaging
- organisational resource availability and locality
- organisational procedures and protocols
- relevant computer operations and functions
- relevant legislation and regulations
- specific program/database operations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • multi task • effectively apply computer skills and knowledge • manage an incident from creation to finalisation, using the equipment effectively • use and work with relevant programs/databases. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to: • back-up systems

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	• CAD work station • relevant databases • operations and systems manuals • organisational documentation • training databases, where available • training manual • workplace expert/s.
Method of assessment	This unit may be assessed with the following unit: • PUAECO002A Process emergency incident calls and enquiries. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Taking appropriate action may include:	• identifying technical faults • dealing with identified faults if within own area of responsibility • referring identified faults to supervisor or appropriate personnel
Back-up systems may include:	• Bbck-up CAD systems • manual systems

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Unit Sector(s)

Not applicable.

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PUAECO005A Dispatch resources from within an emergency communications centre

Modification History

PUAECO005A Release 2: Layout adjusted. No changes to content.

PUAECO005A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to determine, allocate and dispatch resources in an emergency communications centre.

Application of the Unit

This unit applies to dispatchers working in an emergency communications centre who are required to dispatch emergency response resources to emergency incidents and other events.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine appropriate response	1.1 Information required to determine the appropriate response to an incident is quickly identified, in accordance with ***organisational policies and procedures.***
	1.2 ***Sources of information*** are accessed and relevant information is retrieved quickly and efficiently.
	1.3 Availability and capability of resources is assessed.
	1.4 Organisational response procedures are applied to ensure appropriate resources are matched to incident/s.
	1.5 Request/s for assistance are prioritised in accordance with agency protocols and legislation where required.
2. Dispatch resources	2.1 ***Equipment and systems*** are used to locate, allocate and dispatch resources.
	2.2 Resource dispatch announcements are made promptly and accurately, in an organised, concise and complete manner using clear and appropriate language in accordance with organisational turnout methods and technology.
	2.3 ***Public safety agencies and relevant organisations*** are notified in accordance with operational procedures.
	2.4 Communication with dispatched resources is ***established and recorded.***
	2.5 Additional information is disseminated to dispatched responding resources.
	2.6 Resource dispatch follow-up procedures are implemented.
	2.7 Administrative duties and support tasks are completed promptly, in accordance with organisational policies and procedures.
	2.8 All ***incident information*** is recorded, maintained and updated in accordance with organisational requirements.
	2.9 Back-up or business continuity systems are used when required.
3. Provide ongoing support to operations	3.1 Status of resources is ***monitored.***
	3.2 Public safety agencies and relevant organisations are notified in accordance with operational procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 ***Field requests*** are actioned. 3.4 Resources are allocated as required. 3.5 ***Resource information*** is maintained and updated. 3.6 Communication with personnel in the field is maintained and recorded.

Required Skills and Knowledge

This describes the essential skills and resources knowledge and their level, required for this unit.

Required Skills

- apply operational knowledge to deploy resources
- communicate and liaise with colleagues and stakeholders
- disseminate information
- make decisions and solve problems to prioritise requests
- operate and access a range of information sources
- operate back-up and business redundancy systems
- receive, record and relay information
- use technology

Required Knowledge

- communication protocols
- equipment attached to specific resources
- follow up procedures
- functions of other agencies, jurisdictions, organisations, authorities and regulators
- organisational resources
- organisational policies, procedures and guidelines (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- relevant databases and sources of information and how to access them
- relevant legislation
- relevant procedures
- responsibilities specified in memoranda of understanding (MOU) relevant to dispatching resources
- service level agreements

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • quickly and accurately access the required information and dispatching resources, including additional resources and specialised information • effectively maintain communication with emergency resources using communication protocols • effectively liaise with other organisations and agencies • adhere to standard operating guidelines and procedures and take actions to follow the chain of command and instructions of manager/leading emergency communications centre officers as appropriate. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations across a range of different types of emergencies and level of activity.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to: • agency protocol documentation • back-up systems • computer aided dispatch (CAD) • operations and systems manuals • organisational documentation • relevant databases • telephony system • training databases, where available • training manual • workplace expert/s
Method of assessment	This unit may be assessed with the following units:

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- PUAECO001A Operate telephony systems
- PUAECO002A Process emergency incident calls and enquiries
- PUAECO003A Operate and control radio networks
- PUAECO004A Operate computer aided dispatch system.

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisational policies and procedures may include:	• directives • legislation\multi agency agreements • mobilising procedures • operational procedures • standard operating guidelines and procedures
Sources of information may include:	• databases • systems • MOUs • other organisations • service level agreements • standard operational procedures
Equipment and systems may include:	• ancillary equipment

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	• computer aided dispatch system • paging networks • phone networks • radio • radio networks
Public safety agencies and relevant organisations may include:	• ambulance • government services/authorities • non-government agencies • police • public utilities
Establishing and recording communication with dispatched resources may include:	• radio • telephone • text messaging
Incident information may include:	• casualty numbers and details • incident type • level of assistance that is required • location of incident • origin of call • relative priorities • responding resources • situation reports from incident commander/controller • time stamping of manual records
Status of resources are monitored for:	• incidents • response coverage, in accordance with organisational requirements
Field requests may include:	• appliance voice requests • escalating resources and agencies • facilitating logistical support • maintenance breakdowns • notifying appropriate authorities • situation reports or informative messages • specific resources and agencies • status changes • stop messages • upgrade of response levels
Resource information may include:	• dispatching assets/resources/appliance • entering equipment changes such as appliance change over • returning assets/resources/appliances

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Unit Sector(s)

Not applicable.

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PUAECO006A Read and interpret maps

Modification History

PUAECO006A Release 2: Layout adjusted. No changes to content.

PUAECO006A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to read, interpret and plot locations using paper based maps, and mapping software and systems to relay incident locations to emergency responders.

Application of the Unit

The unit applies to emergency communications personnel who locate emergency incidents but will also have application in a variety of other situations such as utilities or other service contractors where the ability to read and interpret maps in rural and urban areas is required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify incident location from caller	1.1 ***Effective communication techniques*** are used to ascertain ***incident location*** as quickly and as precisely as possible, in accordance with organisational policies and procedures. 1.2 Information and reports are received from a variety of identified ***sources.***
2. Provide grid references from paper maps to incident operations team	2.1 ***Map features*** are identified and located using ***marginal information*** on paper ***maps.*** 2.2 Six figure grid references are received and used. 2.3 Grid references are calculated using magnetic bearings, and/or latitude and longitude and/or incident location details provided by callers. 2.4 Relevant references using the current ***standards*** are provided to field personnel for use by ***portable navigational aids.*** 2.5 ***Directional information*** is provided to operations team on request.
3. Use mapping software and systems to locate incidents and dispatch resources	3.1 Mapping system is access and logged into, in accordance with organisational policies and procedures. 3.2 Information provided by caller is used to enter grid references into computer aided dispatch (CAD) system. 3.3 ***Visual representation markers*** analysed to locate incident. 3.4 Location is verified with caller using system information. 3.5 Location is save to the CAD system and resources are dispatched in accordance with organisational policies and procedures.
4. Plot an incident location from magnetic bearings from fixed and mobile fire towers	4.1 Software or pen and paper are used to draw a line from a given landmark or fire tower to calculate distance and general location. 4.2 Information is obtained from other fixed or mobile fire towers or infrastructure to ***fix a position.*** 4.3 Data is analysed to accurately plot incident location and is relayed to land or air operations using six figure grid references and/or latitude and longitude.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accurately record and relay information
- calculate grid references from a variety of data and information
- convert centimetres to metres and kilometres
- identify features on a map
- interpret and apply contour and other topographic information
- use grid references using agency protocols
- use mapping software in accordance with organisational and supplier procedures
- use protractors and compass to measure and calculate distance using map scales including the distance on a curved road

Required Knowledge

- meaning of marginal map information
- northing and easting references
- organisational policies, procedures and practices (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- situational and appropriate application of open and closed questioning to elicit information on incident location
- types of maps

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • determine and accurately relay location of an incident using a variety of paper and electronic methods including: • computer aided dispatch system • metropolitan street directories • topographical maps of various scales • map reading software and systems

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	• portable hand held and vehicle mounted navigational aids • other reference material • determine and accurately relay location of an incident given information which may include one or more of the following pieces of information: • magnetic bearings • six figure grid references • latitude and longitude • street directory or map grid and/or page reference numbers • one or more of the following - street, suburb, town landmark. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations across a range of different callers, types of emergencies and level of activity.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to: • resources required under normal operational conditions • resources required in disaster back-up conditions • resources required in field or incident management system conditions.
Method of assessment	This unit may be assessed with the following unit: • PUAECO002A Process emergency incident calls and enquiries. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

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	Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Effective communication techniques may include	• clarifying • giving full attention to the caller • maintaining contact with the caller and prompts • summarising • using appropriate questioning
Sources of information may include:	• aircraft • map symbols • other agencies • other emergency services • watercraft
Map features may include:	• building structures and services • infrastructure including bridges, towers, railways, roads, dams • locked gates and cattle grids • road types and classifications • topographical features (such as hills, streams, trees, termite mounds)
Map types must include:	• cadastral maps • topographical maps
Marginal information must include:	• key information • map scale • symbols, markings, notations
Directional information may include:	• cardinal points • degree systems including bearings, back bearings, north points, magnetic variation and conversion of bearings

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	• navigation and map reading aids
Fixing a position must include:	• triangulation • using local objects
Standards must include:	• geocentric Datum of Australia (referred to as GDA94 or GDA) • converting Australian Map Grid (AMG66) to GDA94 and vice versa • global positioning systems (GPS) international standard
Portable navigational aids may include:	• GPS • geographic information systems (GIS) • proprietary handheld and vehicular devices (such as nav man, tom tom)
Visual representation markers may include:	• symbols for hospitals, schools etc.
Determining location of incident and response may include using:	• computer aided dispatch system • directories • manuals • other reference material • relevant mapping information

Unit Sector(s)

Not applicable.

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PUAECO007A Respond to and maintain monitored alarm systems

Modification History

PUAECO007A Release 2: Layout adjusted. No changes to content.

PUAECO007A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to efficiently respond to and maintain ***monitored alarm systems***.

Application of the Unit

This unit applies to emergency communications centre personnel.

This unit may also apply to people required to monitor various types of alarm systems and devices in the community and business environments.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to active alarms	1.1 Alarm notification is acknowledged and confirmed as an active alarm, in accordance with organisational procedures. 1.2 ***Appropriate response to alarm activation*** is undertaken, in accordance with organisational procedures. 1.3 ***Remedial action is taken*** for issues identified by responding agency in accordance with organisational procedures .
2. Respond to alarm faults	2.1 ***Alarm fault*** is identified and acknowledged. 2.2 Remedial action is taken in accordance with organisational procedures. 2.3 Alarm fault information is collected and recorded in appropriate databases.
3. Complete follow up activities	3.1 ***Alarm connections***, ***disconnections and maintenance*** are processed in accordance with organisational policies and procedures. 3.2 ***Databases*** are maintained for currency and accuracy in accordance with organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accurately record and relay information
- deal with difficult customers
- effectively communicate orally and in writing
- effectively use telephony equipment, computer systems and associated software
- operate computer aided dispatch (CAD) systems
- use communications equipment
- use language appropriate to the caller
- work in stressful situations

Required Knowledge

- alarm codes

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- alarm protocols
- effective telephone techniques
- how to interrogate databases
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- relevant legislation and regulations
- relevant types of alarm systems (such as fire alarm, security alarm, medical alert)
- terminology and abbreviations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • differentiate between active and fault alarms • operate a CAD system • work in high pressure stressful situations • effectively manage time and prioritise activities. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to: • back-up systems • CAD system • operations and systems manuals • organisational documentation • relevant databases • training databases, where available

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	• training manual • workplace expert/s.
Method of assessment	This unit may be assessed with the following units: • PUAECO002A Process emergency incident calls and enquiries • PUAECO003A Operate and control radio networks • PUAECO005A Dispatch resources from within an emergency communications centre. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Monitored alarm systems may include:	• fire alarms • medical alerts • security alarms (monitored or not monitored) • surf life saving alerts
Appropriate response to alarm activation may include:	• contacting management representatives • contacting client representatives • using CAD to generate a response
Taking remedial action may include notifying:	• agencies • appropriate personnel • building owners/occupiers

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	• network provider (monitoring companies, agencies) • utilities
Alarm faults may include:	• alarm panel fault • communications centre monitoring equipment (e.g. computer hardware or software) fault • fire suppression equipment (e.g. sprinkler valve) fault • interface equipment fault • isolations • loss of signal • power failure/depletion • pump runs
Alarm connections and disconnections may include:	• fixed line services • internet protocol connections • public switch telephone network (PSTN) • wireless
Maintenance of alarm monitoring may include:	• follow up checks • notification of alarm faults and communications failures • review of faults
Databases may include:	• manual systems • relational databases • spreadsheets/tables

Unit Sector(s)

Not applicable.

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PUAECO008A Receive and action notification of uncontrolled hazardous materials situations

Modification History

PUAECO008A Release 2: Layout adjusted. No changes to content.

PUAECO008A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to receive and action incoming calls and enquiries about an uncontrolled hazardous materials situation.

'Hazardous materials' is a generic term used to refer to an incident involving any material such as ***dangerous goods*** and ***hazardous substances*** that poses an unreasonable risk to life, property and the environment.

Application of the Unit

This unit applies to personnel who process emergency calls for assistance and routine enquiries in an emergency communications centre.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

PUAECO001A Operate telephony systems.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather information in relation to a call/enquiry about an uncontrolled hazardous materials situation	1.1 Caller is questioned, prompted and/or interrogated about the potential hazardous materials situation. 1.2 A range of ***sources*** is used to identify hazardous materials information based on information received from the caller. 1.3 ***Specific hazardous materials*** present at the scene are identified.
2. Analyse information gathered in relation to an uncontrolled hazardous materials situation	2.1 Information about the dangerous good or hazardous substance is ***gathered*** using a range of sources. 2.2 Information obtained from the caller is assessed to determine the level of immediate risk to personnel and the public. 2.3 Information gathered about dangerous good or hazardous substance is ***interpreted.*** 2.4 Information accessed about appropriate safety precautions and remedial action is applied to the current situation.
3. Transmit appropriate information to attending personnel	3.1 Relevant information about the hazardous material, potential risk and safety precautions is conveyed to attending personnel, in accordance with organisational procedures. 3.2 Information transmitted is recorded in accordance with organisational procedures. 3.3 ***Resources*** appropriate for use in hazardous materials situations are located and dispatched.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply organisational policies, procedures and guidelines
- interrogate and obtain, sufficient relevant information relating to a hazardous materials situation from the caller
- operate communications centre equipment
- recognise an uncontrolled hazardous materials situation from information received

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- record or retrieve information accurately
- type with speed/accuracy in accordance with organisational specifications

Required Knowledge

- equipment and vehicle types used in uncontrolled hazardous materials situations
- nature and properties of hazardous materials
- organisational policies, procedures and guidelines (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisational predetermined response for hazardous materials incidents
- resource location
- roles of other agencies attending an uncontrolled hazardous materials situation
- types of protective clothing/equipment appropriate to a range of uncontrolled hazardous materials situations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • interrogate a caller to determine whether hazardous materials are present at a scene and obtain sufficient relevant information to be able to confirm the type of hazard present, using a range of documentation • access information about a hazardous material, personal protective clothing and equipment requirements, and safety considerations by using a range of documentation and transmitting this information to the field. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include a range of different hazardous materials situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace.

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	Specific resources for assessment Access is required to: • agency protocol documentation • back-up systems • operations and systems manuals • organisational documentation • reference material relevant to hazardous materials identification • relevant databases • telephony system • training databases, where available • training manual • workplace expert/s.
Method of assessment	This unit may be assessed with the following units: • PUAECO002A Process emergency incident calls and enquiries • PUAECO003A Operate and control radio networks • PUAECO004A Operate computer aided dispatch system. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Dangerous goods are:	• substances which are either specifically listed in the Australian Dangerous Goods (ADG) Code, or meet the classification criteria of the ADG Code • materials and articles that are considered to present, in most cases, an immediate risk to people, property and/or the environment if they are not properly controlled during handling, transportation or storage; these risks are described in terms of the nine classes in the ADG Code

Hazardous substances are:	• substances which:
	  • are listed in the national occupational health and safety commission's list of designated hazardous substances [nohsc: 10005 (1999)], or
	  • have been classified as hazardous substances by the manufacturer or importer, in accordance with the national occupational health and safety commission's approved criteria for classifying hazardous substances [nohsc: 1008 (1999)]
	• any substance that is assessed by an emergency service as likely to endanger people, property or the environment and includes:
	  • dangerous goods
	  • hazardous substances
	  • scheduled poisons
	  • listed wastes
	  • radioactive substances
	  • environmental pollutants

Sources used to identify hazardous materials information may include:	• databases/documents:
	  • books designed specifically to assist in the identification, storage and handling of hazardous materials
	  • electronic databases
	  • emergency procedure guides
	  • information cards
	  • material safety data sheets
	  • safe storage and information handling cards
	  • storage manifests
	  • transport documents
	• human resources such as:
	  • personnel within the organisation
	  • personnel from other agencies

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	• organisations who store or convey hazardous materials • members of the public reporting an uncontrolled hazardous materials situation (prompting and/or interrogation processes may be required to ensure accurate recognition of the situation) • technical experts (such as chemists)
Specific hazardous materials may include:	• agricultural chemicals • asbestos • biological warfare agents • biomedical hazards • boiling liquid expanding vapour explosions • chemical warfare agents • clandestine drug laboratories • cryogenic liquids and refrigerated gases • radiation
Gathering information about the dangerous good or hazardous substance may include:	• chemical names and CAS numbers • dangerous goods class labels • emergency information panels • packing groups • placarding • product names or trade names • proper shipping names • storage manifests • transport documents • un numbers
Interpreting information gathered about dangerous good or hazardous substance may include:	• emergency response guide books • HAZCHEM code • NFPA code • European marking ADR hazard identification numbers • emergency procedure guides • electronic databases • HAZMAT action guides • material safety data sheets • safe storage and handling information cards • technical advice
Resources may include:	• personal protective clothing and equipment • personnel • response equipment

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Unit Sector(s)

Not applicable.

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PUAECO009A Coordinate emergency communications centre operations

Modification History

PUAECO009A Release 2: Layout adjusted. No changes to content.

PUAECO009A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to coordinate the day-to-day operational readiness of the emergency communications centre, to ensure sufficient resources to run the centre and to ensure the service meets organisational standards.

Application of the Unit

This unit applies to senior operators/team leaders/shift supervisors of an emergency communications centre.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Coordinate availability and deployment of resources	1.1 Allocation and deployment of ***resources*** is monitored, and adjusted to ensure they comply with organisational policies, operational procedures and incident requirements. 1.2 Emergency communications centre operators are assisted by making ***incident resourcing decisions*** prior to the arrival of resources at an incident. 1.3 Coordination and liaison with ***support services and other agencies*** is maintained to optimise incident resourcing. 1.4 ***External requests and notifications*** are managed and actioned.
2. Support emergency communications centre team	2.1 Shift activities of the team are allocated, supervised and reviewed. 2.2 ***Situations that arise*** during a shift period, including responsibility for assigned personnel, are managed. 2.3 Emergency communications centre is coordinated during routine and peak periods of operational activity. 2.4 Liaison is maintained with senior management and on-call personnel. 2.5 Rosters are maintained in accordance with level of responsibility. 2.6 Shift changes are managed to facilitate effective hand over. 2.7 Welfare and safety of personnel are monitored and appropriate action is taken as required.
3. Manage emergency communications centre facility	3.1 ***Physical resources*** required for the operations of the centre are maintained at an appropriate level. 3.2 Equipment maintenance processes and procedures are implemented. 3.3 System faults and equipment failures are analysed and remediated.
4. Collect and analyse data, and prepare reports	4.1 Accurate completion of incident records by emergency communications centre operators is monitored and action is taken to address any identified gaps. 4.2 Required statistical data is collected and maintained.

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Routine and specific reports are prepared for senior operational staff and managers. 4.4 Data relative to emergency communications centre's performance is collated and reported on. 4.5 Internal and external complaints are investigated and reported on. 4.6 Inquiry and other evidence is prepared for manager, senior officers and other agencies and authorities. 4.7 Debriefings and briefings are conducted and attended as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse data and write reports
- identify equipment fault/s
- lead personnel
- make decisions and prioritise actions
- manage complaints
- manage self and others effectively within stressful environments
- manage time effectively
- operate and troubleshoot equipment and systems
- operate under general direction and limited supervision
- participate as a member of the management team as required
- provide continuous feedback to personnel
- retrieve and collate data from the organisation's system
- use research tools

Required Knowledge

- administrative guidelines
- all equipment used in the emergency communications centre
- areas and resources as required
- data sources
- delivery standards, benchmarks, quality assurance measures
- incident management systems, where appropriate
- industrial agreements
- maintenance arrangements

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- memoranda of understanding
- operating systems
- organisational plans
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- rostering methodology (manual and/or electronic)
- service level agreements
- staff occupational health, safety and welfare (OHSW)
- standard administrative procedures
- standard operating guidelines and procedures
- telecommunications networks
- work instructions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • supervise people to meet service delivery standards • maintain the day-to-day functions of the emergency communications centre during all periods of activity • analyse and report on centre operations • work within OHSW guidelines. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace under conditions expected in the workplace. **Specific resources for assessment** Access is required to: • appropriate systems • emergency communications centre

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	• maintenance schedules • organisational documentation • reports • workplace expert/s.
Method of assessment	This unit may be assessed with the following unit: • PUAECO010A Maintain standards of emergency service delivery. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Resources may include:	• appliances • equipment • global information system • personnel • situational report information
Incident resourcing decisions may include:	• downgrading incident • escalating incident • referring to incident controller or senior officer
Support services and other agencies may include:	• ambulance • internal divisions and support areas • other agencies

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	• other fire services in own and other jurisdictions • state/territory emergency services • utilities
External requests and notifications may include:	• hazmat • ministerials • other agencies • road and traffic information • tide information • utilities • weather warnings
Situations that arise may include:	• administrative duties • attendance at meetings • attendance at training • change of roles/functions • staff breaks • staff illness
Physical resources may include:	• building maintenance • consumables • hardware • keys and security passes • office equipment • parking • stationery • uniforms

Unit Sector(s)

Not applicable.

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PUAECO010A Maintain standards of emergency service delivery

Modification History

PUAECO010A Release 2: Layout adjusted. No changes to content.

PUAECO010A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to maintain service delivery standards.

The unit addresses the knowledge and skills necessary to maintain emergency service delivery in a defined area.

Application of the Unit

This unit applies to senior operators/team leaders/shift supervisors in an emergency communications centre who are responsible for ensuring that service delivery standards are maintained to meet performance requirements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ensure service delivery coverage is maintained	1.1 ***Threats and events*** that are likely to impact on the emergency communications centre's ability to maintain ***service delivery*** are identified. 1.2 Emergency communications centre functions and resources are managed to ensure service delivery is maintained to a high level of operational readiness. 1.3 Coordination and supervision of ***activities within the emergency communications centre*** ensures a high level of operational readiness is maintained. 1.4 Service delivery requirements and gaps are identified. 1.5 Appropriate available resources are ***redistributed*** to address identified ***coverage gaps*** to maintain service delivery.
2. Ensure service delivery standards are met	2.1 Inter- and intra-agency policies and ***response protocols*** are implemented and adhered to. 2.2 Appropriate ***reserve resources*** are made operational to maintain service delivery. 2.3 All decisions and actions are in accordance with ***organisational procedures*** and agreed service delivery standards. 2.4 Duties are delegated and re-allocated according to fluctuations in demand and agency procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively with peers and agency management
- identify improvements/amendments to policy, systems and procedures
- identify threats and events that will impact on resource availability
- interpret warnings and forecasts and predict the impact on the emergency communications centre operations and resource availability
- liaise with appropriate agencies to meet service delivery requirements
- maintain emergency communications centre staffing levels during times of peak

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workload
- maintain emergency communications centre welfare requirements during times of peak workload
- manage emergency communications centre functions during periods of peak workload
- record incident and/or event information accurately in accordance with organisational requirements

Required Knowledge

- capability and availability of reserve resources
- capability of available resources
- inter- and intra-agency contacts
- inter- and intra-agency policies and response protocols
- organisational requirements for mobilising resources

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • identify the potential for a loss of service delivery • promptly identify resources to be positioned to prevent loss of delivery service • relocate/redeploy resources to maintain service delivery • allocate/deploy resources to minimise disruption to service delivery. **Consistency in performance** Competency should be demonstrated over time during emergency communications centre operations or simulated operations that include critical and non-critical situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace environment under conditions expected in the workplace. **Specific resources for assessment** Access is required to:

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	• computer aided dispatch system • live environment • organisational-specific documents • service delivery standards/agreements.
Method of assessment	This unit may be assessed with the following unit: • PUAECO009A Coordinate emergency communications centre operations. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Threats and events may include:	• industrial and civil unrest • infrastructure failures (road, rail, water, telecommunications, etc.) • large-scale incidents (such as major weather events, campaign bushfires, flooding, hydrocarbon spills, coastal erosion, drought) • major assets left unprotected (such as airports, refineries, nuclear reactor at Lucas heights) • major drill and training exercises • major events (APEC, olympic games, world youth day, grand prix)

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	• natural disaster and weather warnings • pandemic disease • planned infrastructure outages (water, roads, bridges) • terrorist warnings • war
Service delivery may include:	• emergency communications centre staffing • government and legislative requirements • maintaining equipment and vehicles • maintaining people skill sets • occupational health, safety and welfare (OHSW) requirements • peak load staffing • public expectation • resource availability
Activities within the emergency communications centre may include:	• call taking • dispatch • emergency management • maintaining resource availability • notifications • OHSW requirements • radio operations • reporting • staffing and rostering • training
Redistributing resources may include:	• alternate routes • alternate staffing • maintaining skill levels • moving people and equipment around • mutual aid agreements • peak load staffing • protecting special risks • training • transportation • use of part-time and volunteer staff
Coverage gaps may include:	• crew shortages • equipment and systems failures • industrial and civil unrest • inter- and intra-agency agreements not complied with • infrastructure failures • major assets unprotected

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	• major event planning • major incident activity • pandemic disease affecting staff/volunteer availability • reduced resource cover • specialist resources depleted or unavailable • training • volunteer availability • war
Response protocols may include:	• alarm response protocols • changed responses due to external influences • climate factors • crew changes • cross-border responses • embassies and consulates • inter- and intra-agency requirements • mutual aid agreements • natural and manufactured disasters • response into commonwealth and military installations • special risks
Reserve resources may include:	• cross-border resources • hired or leased equipment • military • mothballed resources • off-duty staff • operational support staff • part-time and volunteer staff • resources from other agencies • senior officers • training staff
Organisational procedures may include:	• awards and industrial agreements • contracts • inter-agency agreements • legislation • memoranda of understanding (MOUs) • mutual aid agreements • organisation’s approach to environmental management and sustainability • performance indicators • qualifications • rank structure

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Unit Sector(s)

Not applicable.

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PUAECO011A Support logistics in the field

Modification History

PUAECO011A Release 2: Layout adjusted. No changes to content.

PUAECO011A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to ensure people in the field receive resources they need as efficiently as possible.

Application of the Unit

This unit applies to low level logistical support during an incident.

The supervisor oversees this activity across the emergency communications centre.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm logistics requirements	1.1 Resource requirements are ***clarified.***
	1.2 Location of resources required is confirmed.
	1.3 Requests are verified and authority is confirmed.
	1.4 Resource requirements are documented/logged, in accordance with agency requirements.
2. Procure logistics logged	2.1 Database is interrogated.
	2.2 Currency of database is maintained.
	2.3 Agency ***reference material*** is used, as appropriate.
	2.4 Other agencies are contacted for resources as necessary.
	2.5 Predetermined supplier list is accessed as required.
	2.6 Appropriate resource is located.
	2.7 Field is advised of procured resource/s.
3. Deploy logistics	3.1 Deployment method/s are determined and arranged.
	3.2 Deployed logistics are tracked.
	3.3 ***Feedback from the field*** is investigated and actioned where possible.
	3.4 Documentation is completed as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate and listen effectively
- operate under general direction and limited supervision

Required Knowledge

- agency procedures and process for acquiring resources
- agency resources
- financial delegations approval
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- resource caches

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- types of incidents

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • meet demands requested from the field in a timely manner • access documentation and resources. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an actual or industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to: • emergency communications centre • database/information/reference sources.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Clarifying resource requirements may include:	• colour • number • quantity • quality • size • specifications • timeframe • type
Reference material may include:	• pre-incident plans • operational emergency plans • list of preferred contractors • telephone books • website • standard operating guidelines (SOGs)
Feedback from the field may include:	• arrival of resources • resource suitability • resource tracking • timing

Unit Sector(s)

Not applicable.

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PUAEME001B Provide emergency care

Modification History

Release	TP Version	Comments
2	PUA12 V1	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the competency to provide emergency care pending the arrival of appropriately qualified personnel.

Application of the Unit

This unit applies to all public safety workers who are required to provide initial life-saving emergency care at an incident. It is not designed for workers whose primary response role is one of emergency care, first aid, or pre-hospital care.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR201B Prevent injury (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify need for emergency care	1.1 Initial assessment is made of extent and nature of emergency care required. 1.2 Initial assessment is communicated to appropriate personnel in accordance with ***organisation's policies and procedures.***
2. Ensure personal safety of carer and casualty	2.1 Hygiene is maintained for protection of self and casualty. 2.2 ***Hazards*** to the carer are identified and ***appropriate action*** taken to safeguard against injury.
3. Reassure casualty	3.1 A calm, ***caring*** and reassuring ***manner*** is adopted in interaction with the casualty and others at the scene. 3.2 Casualty is made comfortable using available resources.
4. Assess casualty and implement emergency care procedures	4.1 Casualty assessed for DRABC. 4.2 Vital signs are continually monitored, recorded and any changes considered in planning ***treatment*** and reported as appropriate. 4.3 Treatment appropriate to the casualty's injuries is provided in line with approved ***first aid techniques and standards.*** 4.4 First aid ***equipment*** is operated in accordance with manufacturer's procedures and instructions, and organisational standards, policies, procedures and protocols. 4.5 Casualty's condition is monitored and reported in accordance with organisation's policies and procedures and treatment modified as necessary. 4.6 Treatment is maintained until qualified medical help takes over.
5. Work cooperatively with personnel from other organisations	5.1 Clear and comprehensive reports are provided to personnel involved in ongoing casualty care. 5.2 Members of other emergency services are

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ELEMENT	PERFORMANCE CRITERIA
	assisted in their tasks in accordance with organisation's standards and personal level of responsibility and competence.
6. Recover and restore first aid equipment	6.1 First aid equipment is recovered, cleaned, inspected/tested, stored, restocked and resupplied and medical waste disposed of safely according to organisation's polices and procedures.
	6.2 First aid equipment faults are rectified and/or reported in accordance with organisation's policies and procedures.
7. Complete documentation	7.1 ***Documentation*** is completed and processed in line with legislative, regulatory and organisation's requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating verbally with casualties and others
- completing forms
- following procedures
- providing verbal reports to paramedical personnel
- remaining calm under time pressures and in difficult situations
- working with others in a team situation
- writing reports

Required Knowledge

- Occupational Health and Safety guidelines for lifting and carrying
- systems of the body:
  - respiratory
  - skeletal
  - digestive
  - circulatory
  - nervous
  - urinary
  - skin
- causes and management of unconsciousness
- priorities for life support in emergencies including the DRABC (danger, response,

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airway, breathing ventilation and circulation assessments) model
- Health Department guidelines for personal hygiene
- Australian Resuscitation Council resuscitation guidelines
- applying resuscitation techniques
- controlling bleeding
- casualty assessment
- principles of initial casualty management
- management of fractures and soft tissue injuries
- management of burns
- personal level of responsibility
- limitations
- competency

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competency in this unit must be established through the practical demonstration of first aid skills, maintaining universal precautions and safety awareness.

Accurate documentation and a caring approach to injured persons during first aid activities are critical.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of and specific resources for assessment

Context of assessment

Exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence.

Specific resources for assessment

Access to first aid equipment used in general operations is essential.

Range Statement

Conditions under which this competency may be required

- operating during any rescue or response situation including specialist rescue

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include:	• hazardous environmental conditions—adverse weather • after dark operations • difficult terrain • debris • traffic • time pressures • varying time frames—short term • sudden impacts • protracted response operations • limited access to equipment necessitating the use of improvised techniques
Equipment may include:	• first aid kit • personal protective equipment • stretchers including improvised
Details of incident obtained from:	• casualty • visual assessment of scene • others at scene
Maintaining personal safety may include:	• washing hands • using gloves
Caring manner may include:	• personal introduction and identification consistent with other priorities • showing empathy • communication with casualty • voice tone and volume • reassurance and gentle treatment all in a culturally appropriate manner
Hazards may include:	• bodily fluids • traffic • environmental hazards • downed wires • bystanders • drugs • sharps
First aid techniques and standards may include:	• Guidelines to Australian Resuscitation Council resuscitation standards • State and Territory regulations
Others may include:	• family • friends at scene
Appropriate action may include:	• protecting scene • isolating scene

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	• relocating casualty
Reporting as appropriate may include:	• team leader • supervisor • medical personnel • paramedical personnel • emergency medical technician
Treatment includes:	• applying resuscitation techniques • controlling bleeding • managing fractures • managing soft tissue injuries • dressing burns and scalds
Qualified health care personnel may include:	• specialist personnel • medical personnel
Organisation's standards, policies, procedures and protocols may include:	• legislation relevant to the provision of emergency care • legislation relevant to the organisation • operational Standard Operating Procedures • operational performance standards
Reporting casualty's condition may include:	• need for confidentiality • status on arrival • treatment provided • history • observations made • changes in conditions • timeframes
Documentation may include:	• written reports • casualty details • approved forms • verbal report • personal notes
Moving casualty may include:	• individually or with assistance • observing decency in regard to culture • a range of manual handling techniques and lifts and carries
Processing documentation may include:	• providing reports to authorised personnel • filing reports • diary entries • logs

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Unit Sector(s)

Not applicable.

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PUAEME002C Manage injuries at emergency incident

Modification History

Release	TP Version	Comments
2	PUA12 V1	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers competency in more advanced emergency care and may include the use of equipment.

Application of the Unit

This unit applies to all public safety workers who are required to provide a basic level of ongoing injury management at an incident, beyond critical live-saving techniques. It is not designed for workers whose primary response role is one of emergency care, first aid, or pre-hospital care.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEME001B Provide emergency care.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess scene	1.1 Initial ***assessment*** is made of extent and nature of emergency care required.
	1.2 Hazards to self and others are identified and appropriate action taken to safeguard against injury.
	1.3 Identify and communicate additional or specific resource requirements.
2. Assess casualty	2.1 Identified injuries are managed in line with approved emergency care.
	2.2 ***Treatment*** is monitored, assessed and ***management plan*** amended appropriately in response to changes in condition of the casualty and/or environment.
	2.3 Additional or specific ***resources*** are identified.
3. Implement emergency management procedures	3.1 Immediate life saving treatment is administered as determined.
	3.2 Signs and symptoms of shock are recognised and managed.
	3.3 Vital signs are monitored and recorded at regular intervals.
	3.4 Equipment is used according to casualty's condition, availability and to organisation's procedures.
4. Move the casualty	4.1 ***Moving casualty*** to a safer location is assessed.
	4.2 Casualty is moved in accordance with operational standards.
	4.3 Continual assessment of casualty is conducted in accordance with organisation's procedures.
	4.4 Treatment is maintained while moving patient.
5. Complete documentation	5.1 Details of casualties' condition, treatment and response to treatment are accurately recorded in line with organisation's procedures.
	5.2 Hand over of the casualty and records to medical personnel is conducted.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate verbally with casualties and others
- provide reports to paramedical personnel
- work with others in a team situation
- remain calm under pressure
- assess casualty

Required Knowledge

- applying resuscitation techniques
- casualty assessment
- casualty management
- crush injury syndrome
- contraindications
- wound management
- basic toxicology
- environmental exposure
- spinal injuries
- head injuries
- shock:
  - absolute
  - hypovolaemic
  - relative
- legal and ethical issues in pre-hospital care
- anatomy and physiology
- haemorrhage
- cardiovascular emergencies
- hypoxia
- triage
- documentation
- communicate with casualties
- remain calm under pressure
- knowledge of current practices and procedures in emergency care

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in the practical demonstration of emergency care skills including:

- maintaining universal hygiene precautions
- accurate documentation
- observation and assessment skills
- correct use of life saving equipment
- appropriate management techniques for emergency encountered

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

A real life incident, exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team or as part of an interagency exercise. Written or verbal questions may be used as supporting evidence.

Specific resources for assessment

Access to first aid equipment used in general operations is essential.

Access may also be required to shore based transport, an ambulance or helicopter, depending on the context.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Treatment may include:

- monitor vital signs
- management of shock
- checking and maintaining an airway
- application of spinal immobilisation techniques
- applying resuscitation techniques
- utilisation of oxygen
- managing wounds

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- managing fractures
- use of life saving devices
- giving fluids orally
- use of bandages

Equipment may include:

- oxygen resuscitation
- defibrillation
- first aid kit
- stretchers
- spinal immobilisation collards
- spinal immobilisation frames/devices
- fracture immobilisation devices
- stokes litter

Assessment may include:

- environmental considerations
- casualty triage
- primary survey
- vital signs survey
- secondary survey (head to toe examination)
- evacuation procedures
- helicopter access
- nearest land/wharf based access

Moving a casualty may include:

- individually
- as a member of a team

Management plan may include:

- written
- protocols
- verbal
- transmitted

Resources may include:

- equipment
- personnel

Unit Sector(s)

Not applicable.

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PUAEME003C Administer oxygen in an emergency situation

Modification History

Release	TP Version	Comments
2	PUA12 V1	Layout adjusted. Application added. Range Statement reviewed.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers competency in advanced techniques for management of the administration of oxygen and ventilation of the lungs in line with the requirements of the Australian Resuscitation Council and State and Territory regulatory bodies. Expired air resuscitation is covered in the Pre-requisite unit *Provide emergency care*.

Application of the Unit

This unit applies to public safety workers who attend incidents where the use of oxygen in either life-saving or ongoing management of a casualty is appropriate.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEME001B Provide emergency care.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess casualty and develop management plan	1.1 Assessment of casualty is undertaken including vital signs, details of incident, medical/casualty history, physical appearance and other signs and symptoms. 1.2 Management plan is developed taking into account available equipment, condition of patient and special requirements of certain conditions. 1.3 Where possible casualty is assisted to a comfortable position suitable for implementation of management plan. 1.4 Casualty is encouraged and reassured as necessary to facilitate effective treatment. 1.5 Medical aid is arranged as soon as possible consistent with maintaining casualty safety.
2. Check equipment	2.1 ***Pre-use check*** of safety and potential effectiveness of equipment is undertaken in accordance with operating procedures, Australian standards and ***regulatory requirements.*** 2.2 Minor faults are diagnosed and repairs are carried out in accordance with organisation procedures to restore equipment to working order. 2.3 ***Faults and defects are reported/recorded*** according to organisational procedures.
3. Maintain unobstructed airway	3.1 Airway is cleared and maintained using non-intervention techniques where possible. 3.2 Appropriate steps are taken to reduce risk to self or others of contamination by the casualty's body fluids. 3.3 Where carried, suction apparatus is safely ***inserted into pharynx*** and suction initiated using approved techniques to avoid injuring casualty.
4. Resuscitate casualty	4.1 Where appropriate face masks and other ***barriers*** are used according to ARC standards.
5. Use oxygen to provide	5.1 Where indicated, oxygen therapy is used in the

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ELEMENT	PERFORMANCE CRITERIA
therapy	ventilation of casualty.
6. Recover and restore equipment	6.1 Equipment is cleaned, and discarded or disinfected, restocked and/or replenished and stored safely according to organisation procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- determining oxygen pressure and volume content of cylinders
- reading oxygen content gauges
- use of resuscitation equipment

Required Knowledge

- air passages
- Australian Resuscitation Council standards
- Australian Standards relevant to resuscitation equipment
- causes of hypoxia and hypoxic hypoxia
- correct use of oxygen cylinders and devices
- disease and chronic airways lesions (COAD/CAL)
- estimation of duration of oxygen supply
- importance of oxygen to the body
- indicators of obstructed breathing
- lower airways diseases
- management of COAD/CAL casualties
- possible causes of hypoventilation
- precautions for safe storage and handling of oxygen cylinders
- principles of operation and troubleshooting
- respiratory system- lungs
- resuscitation and kits - specifications
- significance of respiratory noises
- signs and symptoms of chronic obstructed airways
- techniques for maintenance of unobstructed airway
- the mechanism of respiration

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Use of oxygen equipment in accordance with relevant standards and guidelines.

Consistency in performance

Evidence will need to be gathered over time across a range of variables.

Context of and specific resources for assessment

Context of assessment

On the job or in a simulated work environment

Specific resources for assessment

- determining oxygen pressure and volume content of cylinders
- reading oxygen content gauges
- use of resuscitation equipment

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Pre-use check may include:
- checking existence of suitable prominent warnings about precautions to be observed
- checking for damage
- to replenish and/or restore

Regulatory requirements may include:
- Australian Resuscitation Council
- relevant State and Territory regulatory bodies

Reporting/recording faults and damage may include:
- verbal
- filling out and processing standard form

Inserted into pharynx:
- no further than the back teeth

Barriers may include:
- facemasks
- unidirectional valves
- bidirectional valves
- filters

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Unit Sector(s)

Not applicable.

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PUAEME004A Provide emergency care for suspected spinal injury

Modification History

PUAEME004A Release 2: Layout adjusted. No changes to content.

PUAEME004A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to minimise further injury to a casualty when applying first aid and waiting for emergency medical aid.

Application of the Unit

The application of this unit in the workplace covers recognition and management of suspected spinal injuries while waiting for emergency medical aid.

The unit is typically relevant for personnel from emergency services and/or volunteer organisations or organisations which provide a first aid service in an environment where there is a risk of spinal injuries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

HLTFA201B Provide basic emergency life support

OR

HLTFA301C Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify suspected spinal injury	1.1 ***Signs and symptoms*** from a conscious casualty that may suggest a spinal injury are identified. 1.2 ***Signs of life*** in an unconscious casualty are confirmed. 1.3 ***Basic life support protocols*** are followed with care for casualty's spine where casualty exhibits no signs of life. 1.4 ***Likely causes of unconsciousness that may suggest a spinal injury*** are identified. 1.5 Emergency medical aid is requested.
2. Immobilise cervical spine	2.1 Casualty is communicated with to provide reassurance and to explain the need to minimise movement of their spine. 2.2 Casualty is measured and appropriately sized cervical collar is selected. 2.3 Cervical collar is applied ensuring correct location and tension is applied. 2.4 Conscious standing casualty is assisted to supine position in accordance with organisational procedures and availability of personnel.
3. Evaluate need to move casualty	3.1 Potential ***hazards*** to first aider and to casualty are identified. 3.2 Risk of not moving the casualty while waiting for medical aid to arrive is evaluated. 3.3 Plan to move casualty is developed.
4. Prepare casualty for transport	4.1 Casualty is communicated with to provide reassurance and the need to immobilise the casualty for ***transport*** is explained. 4.2 ***Equipment*** to immobilise the casualty's spine is selected. 4.3 Immobilisation equipment is applied in accordance with manufacturer's instructions and organisational procedures.

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ELEMENT	PERFORMANCE CRITERIA
5. Transport and monitor casualty	5.1 Casualty is transported away from hazards ensuring smooth movements are used by team. 5.2 Team is directed in coordinated lifting movement and lowering of casualty. 5.3 Casualty is ***monitored*** during transport.
6. Perform casualty handover	6.1 ***Details*** of incident are communicated to medical personnel. 6.2 ***Assistance*** is given to medical personnel as requested. 6.3 Debriefing with supervisor or other operational staff is undertaken. 6.4 Relevant log books are completed according to organisational requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assess casualty
- communicate effectively with casualty to provide reassurance
- use safe manual handling skills

Required Knowledge

- common causes of spinal injuries relevant to the work environment
- risks associated with moving a casualty with a suspected spinal injury
- safe manual handling techniques
- signs and symptoms of suspected spinal injury
- techniques for manual stabilisation
- types of spinal immobilisation equipment available

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for	Assessment must confirm the ability to:

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assessment and evidence required to demonstrate competency in this unit	• identify casualty with a suspected spinal injury • evaluate the need to move casualty with a suspected spinal injury • immobilise casualty prior to moving **Consistency in performance** Competency should be demonstrated in a range of first aid incidents or scenarios requiring management of suspected spinal injuries.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed by managing suspected spinal injuries during first aid scenarios. **Specific resources for assessment** Access is required to: • equipment used in managing suspected spinal injuries
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Signs and symptoms of a suspected spinal injury may	• back or neck pain • dilated pupils

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include:	• head injuries • headache or dizziness • increased muscle tone • loss of bladder/bowel control • loss of function in hands or feet • prioprism • tingling or lack of feeling in upper or lower limbs
Signs of life may include:	• breathing • consciousness • movement
Basic life support protocols include:	• Australian resuscitation council guidelines
Likely causes of unconsciousness that may suggest a spinal injury may include:	• diving accident • fall from a height • industrial accident • motor vehicle accident • severe penetrating wounds (impaled, gunshot) • significant blow to the head • sporting accident
Hazards may include:	• fire • traffic • water
Transport may include:	• carrying casualty • using a vehicle
Equipment may include:	• cervical collars • scoop stretchers • spine boards and strapping • stokes baskets
Monitoring casualty may include:	• Assessing vital signs such as: level of consciousness breathing rate pulse rate skin colour and temperature • Remaining with casualty
Details may include:	• casualty injuries • treatment provided
Assistance may include:	• carrying casualty • performing cardiopulmonary resuscitation (CPR)

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Unit Sector(s)

Not applicable.

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PUAEME005A Provide pain management

Modification History

PUAEME005A Release 2: Layout adjusted. No changes to content.

PUAEME005A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to administer restricted analgesics as a part of a medically supervised first responder organisation.

State/territory licensing procedures for the storage and administration of drugs apply to this unit.

Application of the Unit

The application of this unit in the workplace covers the administration of restricted pain relief such as analgesics and aspirin, according to a medically endorsed protocol.

The unit is typically relevant for personnel from emergency services and/or volunteer organisations or organisations that provide a medically supervised first aid service.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

HLTFA201B Provide basic emergency life support

OR

HLTFA301C Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify need for analgesia	1.1 Casualty's need for pain relief is identified. 1.2 ***Available options*** to relieve casualty's pain are considered. 1.3 ***Contraindications*** and ***precautions*** for use of analgesic drug are identified and use being appropriate for casualty is confirmed. 1.4 Appropriate dosage for casualty is confirmed. 1.5 Emergency medical aid is requested.
2. Access and prepare analgesic	2.1 ***Secure storage*** of analgesic drug is accessed. 2.2 ***Required documentation*** is completed. 2.3 Retrieval of correct drug within its expiry date is confirmed. 2.4 Analgesic drug is prepared according to ***required standards.***
3. Administer analgesic	3.1 Purpose of the analgesic drug is explained to casualty. 3.2 Casualty is instructed in the use of the analgesic drug. 3.3 Casualty consent to administer treatment is obtained. 3.4 Analgesic drug is administered according to required standards. 3.5 Casualty is continuously ***monitored*** while administering analgesic drug.
4. Perform casualty handover	4.1 ***Details*** of incident including analgesic drug administration are communicated to medical personnel. 4.2 Written ***record of treatment*** including analgesic drug and dosage is supplied to medical personnel according to required standards.
5. Complete analgesic use requirements	5.1 Unused analgesic drugs are disposed of in accordance with required standards. 5.2 Details of use of drugs are recorded in ***relevant logs***

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ELEMENT	PERFORMANCE CRITERIA
	in accordance with required standards. 5.3 Debriefing/evaluation of incident is participated in.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate with casualty to provide comfort and instruction in use of analgesic drugs as required
- complete written logs and documentation
- request for an ambulance and/or medical assistance according to relevant circumstances and report casualty condition
- use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Required Knowledge

- contraindications and precautions for the use of analgesic drugs
- organisational permits for the use of restricted analgesic drugs
- organisational protocols and standard operating procedures covering the storage and administration of restricted drugs
- relevant legislation covering the storage and administration of restricted drugs
- safety procedures for the operation of pressurised gases as relevant to available analgesics
- state/territory regulatory requirements for the currency of skills and knowledge

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • identify appropriate situations to use analgesic drugs during first aid • safely administer analgesic drugs • accurately document storage and use of restricted analgesic drugs.

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	Consistency in performance Competency should be demonstrated within the requirements of a specific organisation with appropriate authority to administer restricted analgesic drugs in actual first aid situations or scenarios.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed within the requirements of a specific organisation with appropriate authority to administer restricted analgesic drugs in actual first aid situations or scenarios. **Specific resources for assessment** Access is required to: • protocols, operating procedures and organisational documentation relating to storage and use of restricted analgesic drugs from an organisation with appropriate approvals to use analgesic drug during first aid • analgesic equipment or relevant placebos used in the approved organisation
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Available options for pain relief may include:	• Entinox • heat treatment for penetrating marine creature injuries • ice for local skin pain • Methoxyflurane • reassurance
Contraindications may include:	• already received maximum allowable dosage of drug • pre-existing medical conditions • specific injuries or illnesses
Precautions may include:	• pre-existing medical conditions • specific injuries or illnesses
Secure storage may include:	• drug safely secured in a first aid facility • drug safely secured in a vehicle
Required documentation may include:	• drug register • treatment report form
Required standards may include:	• manufacturer's guidelines • organisational protocols • permits for use • state/territory legislation and regulations

Continuously monitoring casualty may include:	• assessing vital signs such as:
	  • level of consciousness
	  • breathing rate
	  • pulse rate
	  • skin colour and temperature
	• remaining with casualty

Details may include:	• casualty injuries
	• drugs administered such as:
	  • type of drug
	  • dosage of drug administered
	  • time of drug administration
	• treatment provided

Record of treatment may include:	• specific organisational first aid and drug administration form • written report
Relevant logs may include:	• drug registers • incident report logs • operational logs • treatment logs

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Unit Sector(s)

Not applicable.

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PUAEMR008B Contribute to an emergency risk management process

Modification History

PUAEMR008B Release 2: Layout adjusted. Content reviewed.

PUAEMR008B Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to participate in working groups or other forums that contribute to developing an emergency risk assessment and treatment plan for a community.

The emergency risk management process used will be developed in close cooperation with the community and consistent with the National Emergency Risk Assessment Guidelines.

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

Application of the Unit

This unit applies to workers who undertake emergency risk assessments with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

This unit is relevant to individuals with specific expertise who may be invited to participate in an emergency risk assessment working group.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Clarify the community context	1.1 ***Information*** about ***known risks***, safety concerns, expectations and desired outcomes is collected and analysed. 1.2 Safety concerns, ***drivers***, recent events, community views and sensitivities are identified. 1.3 Relevant ***legislation, policies, procedures*** and existing emergency management documentation and arrangements are identified. 1.4 Input to building an initial picture of community characteristics, safety expectations and perceptions of risk is provided. 1.5 Significance of available information for own organisation/constituency is assessed and reported. 1.6 Scope and focus of a feasible emergency risk management project are determined.
2 Apply the emergency risk management methodology	2.1 Own role, organisational responsibilities, limits of authority, scope of community knowledge and expertise are outlined to other group members. 2.2 Organisational resources that can be provided to support the emergency risk management process are identified. 2.3 ***Sources of useful, credible information*** are identified through ***stakeholders***, community networks and interested parties. 2.4 Practical consultation, communication and decision making strategies are agreed. 2.5 Processes for accountability and timely communication of accurate, consistent information to stakeholders are developed.
3 Develop risk statements	3.1 Credibility, accuracy and currency of available risk

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	and treatment options	information is assessed. 3.2 Additional information is sought from specialists, organisations and other stakeholders regarding information gaps and conflicting data or views. 3.3 Risk statements are jointly developed by considering sources of risk, elements at risk and vulnerability. 3.4 Risk statements are jointly analysed by considering the consequences and likelihood of occurrences. 3.5 Input is provided to help assess the effectiveness of existing treatment strategies. 3.6 ***Treatment options*** for risks are suggested that take into account implications for stakeholders, ***practical constraints*** and established assessment criteria. 3.7 Feedback on risks and treatment options is obtained from own organisation/constituency and other stakeholders. 3.8 Recommendations are jointly developed and submitted for approval.
4	**Promote ownership for the process and outcomes**	4.1 Comprehensive consultation is undertaken at all stages. 4.2 All positions and commitments are properly authorised before being communicated to others. 4.3 Management is kept informed of project progress, proposed variations in strategy, decisions and recommendations. 4.4 Variations to commitment of resources are negotiated with management. 4.5 All stages of the process, decisions and outcomes are documented in accordance with accountability, legislative, regulatory and organisational requirements. 4.6 Opportunities for improving emergency risk management processes are reported.
5	**Work cooperatively with other participants and stakeholders**	5.1 Commitment is demonstrated by sharing knowledge and expertise, completing allocated tasks on time and encouraging others to help achieve common goals. 5.2 Meeting procedures are observed. 5.3 Accurate information is provided at all times. 5.4 Opinions and advice are contributed while appreciating the boundaries and cultures of organisations and diverse views of other participants. 5.5 A wide range of reactions and views are actively

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sought.

5.6 Language used in meetings is appropriate to the broad range of participants.

5.7 Confidentiality and sensitivity of information and meeting processes are respected.

5.8 Conflicts are resolved constructively with a minimum of fuss.

5.9 Overall community safety outcomes are placed above personal or organisational/constituency interests.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse risks and implications and impacts of proposed treatments
- demonstrate effective interpersonal interactions
- ability to work effectively in small groups
- negotiate commitment of organisation/constituency
- promote two-way communication with organisation/constituency
- research skills to identify sources of risk to the social, built, economic and natural environments
- resolve conflicts constructively
- summarise and explain key information clearly
- value diversity of views and perceptions of risks

Required Knowledge

- principles of risk management outlined in Australian Standard AS/NZS ISO 31000:2009 *Risk management—Principles and guidelines*
- principles of emergency risk management outlined in National Emergency, Management Committee (2010), *National Emergency Risk Assessment Guidelines*
- culture, diversity and history of communities, environments and associated concerns, issues and sensitivities, perception of risks
- concepts and principles of emergency management
- group dynamics, strategies for resolving conflict
- legislative and regulatory requirements, agency/organisational arrangements relevant to emergency risk management
- meeting procedures
- organisational requirements for the provision of information, and authorisation of resources, and approval of reports/recommendations
- roles and responsibilities of key response/recovery agencies and organisations

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- spatial information databases and presentation options
- state/territory emergency risk management guidelines

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- provide constructive information and advice based on expertise, knowledge and experience of an organisation, constituency or community
- keep their organisation/constituency informed of the emergency risk management process and outcomes and seek their regular input and feedback
- work collaboratively with other participants to achieve outcomes that contribute to improved community safety
- provide constructive input and gain organisational/constituency support for the outcomes through effective consultation and feedback

Consistency in performance

Competency should be demonstrated in a range of contexts throughout the life of a community emergency risk management project, or during components of a number of projects.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed participating in a group emergency risk management process and contributing to the joint development of a set of recommendations that address community safety in the workplace. Assessment is commonly undertaken in the context of an action learning project on-the-job.

Specific resources for assessment

Access to a community and the opportunity to contribute to an actual emergency risk management process and consider a range of community safety concerns.

Guidance information for assessment

This unit contains many transferrable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context.

Assessors should use formative assessment strategies in

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a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-life project, often in an action-learning context.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Information may include:
- characteristics of natural, local and built environments
- demographics (population distribution, social, cultural, health status and education data)
- details of key infrastructure and emergency/support services
- economic activity reports (employment, products, services, revenue)
- government reports (e.g. environmental impacts)

Known risks may include:
- commercial activity and legal relationships
- economic
- human behaviour and individual activities
- management activities and controls
- natural events
- political circumstances
- technology/technical issues
- terrorism

Drivers may include:
- changes in community characteristics
- changes in legislation, policies and disaster/emergency management plans
- changes in insurance policies and premiums
- new sources of risk or changed perception of risk
- planning deficiencies
- recent emergency incident reports/debriefs, safety issues
- recent judicial decisions
- strategic and corporate plans

Legislation, policies and procedures may include:
- arrangements specified in emergency management, land-use, environmental or other legislation
- organisational or jurisdictional emergency risk

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	management policies or procedures • existing disaster plans, agreements or memoranda of understanding • local planning regulations, development controls and environmental plans
Sources of useful, credible information may include:	• community information booklets • credible individuals, group and community leaders • documented risk assessments by companies, organisations libraries, research reports, Australian bureau of statistics data, special needs groups, significant cultural organisations • family and historical records • media, council and emergency service personnel and records • spatial information databases
Stakeholders may include:	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Treatment options may include:	• avoidance of the risk • removing a risk source • changing the likelihood of • an initiating event or source of risk occurring • a hazard impacting on elements at risk • changing the consequences of an identified hazard impact • sharing the risk • retaining the risk based on an informed decision
Practical constraints may include:	• arrangements, roles and responsibilities set down in existing emergency management plans • availability of technical expertise, technology, equipment • budgets, time, availability and capability of people • land use planning • legislation covering emergency management, environmental management, safety standards, local government regulations • limited community knowledge of emergency risk

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management processes and benefits
- political, social and cultural considerations

Unit Sector(s)

Not applicable.

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PUAEMR009B Facilitate emergency risk assessment

Modification History

PUAEMR009B Release 2: Layout adjusted. Minor edits to unit wording.

PUAEMR009B Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to facilitate development of an agreed list of prioritised risks using an emergency risk management process developed in close cooperation with the community and consistent with the Australian Standard AS/NZS ISO 31000:2009.

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

Application of the Unit

This unit applies to workers who undertake emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

This unit is relevant to individuals whose role is to act as the project manager or facilitator for working groups used to conduct an emergency risk assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.

Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

1 Identify, define and engage the community	1.1 A community profile is developed to identify broad characteristics and special needs. 1.2 Known risks, ***stakeholder*** analysis, community and agency ***sources of information*** are used to identify communication and consultation networks that may be useful. 1.3 A working group is established with an appropriate balance of expertise, representation and authority. 1.4 Group's knowledge of emergency risk management principles, terminology and processes is developed. 1.5 Means of implementing the emergency risk management process are negotiated with stakeholders. 1.6 ***Communication options*** are selected to develop a communication plan. 1.7 Need for specialised information, additional skills and expertise is identified.
2 Establish context and risk criteria	2.1 Community concerns, ***drivers/triggers***; applicable ***legislative, regulatory and organisational requirements; policies, procedures*** and desired outcomes are identified. 2.2 Objectives and scope are identified using emergency risk management ***standards and guidelines.*** 2.3 ***Information on community characteristics***, safety expectations, risk perceptions and the roles and requirements of stakeholders is collected. 2.4 ***Practical constraints***, existing treatment strategies and community expectations are considered when developing relevant ***risk criteria.*** 2.5 Draft criteria and supporting explanations are circulated widely for comment.
3 Identify and analyse risks	3.1 ***Sources of risk*** are identified by considering the interaction of hazards, communities and ***the environment***.

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	3.2 Elements at risk are identified. 3.3 Vulnerability of communities and/or the environment is determined by considering their susceptibility and resilience to sources of risk. 3.4 Risk statements describing consequences are generated. 3.5 Risks are analysed by considering the likelihood of particular consequences occurring. 3.6 Risks are rated in accordance with agreed risk criteria. 3.7 Stakeholders are consulted throughout the process.
4 Evaluate risks	4.1 Risks requiring additional analysis or treatment are determined. 4.2 Tolerability and acceptability of risks are agreed with stakeholders. 4.3 Risk treatments are prioritised using agreed risk criteria.
5 Promote ongoing commitment and ownership for the process and outcomes	5.1 Consultation is undertaken at all stages of the process using a wide range of networks and individuals. 5.2 A variety of communication strategies is used. 5.3 All stages of the process, decisions taken and outcomes are documented accurately in accordance with accountability and audit requirements. 5.4 Information is provided to the community in ways that suit their language, literacy and cultural needs.
6 Monitor and review the process and outcomes	6.1 Emergency risk assessment is completed efficiently. 6.2 All relevant data and contact information for key individuals and organisations is regularly reviewed for currency and updated. 6.3 Risk register is reviewed in accordance with the review schedule or in response to drivers/triggers. 6.4 Opportunities for improving emergency management processes are reported.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- define and solve problems

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- demonstrate effective interpersonal interactions
- gain cooperation of stakeholders
- listen actively
- locate and interpret community information
- manage projects
- maximise the participation of committee members
- monitor and enhance team work
- negotiate agreed outcomes despite incomplete and/or uncertain information
- recognise the relevance and significance of information for the emergency risk management process
- resolve conflicts between participants constructively
- summarise and explain key information clearly
- value diversity of views and perceptions of risks

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- risk management process included in the current Australian Standard (AS/NZS ISO 31000:2009*Risk management—Principles and guidelines,* and companion handbook HB 327:2010 *Communicating and consulting about risk*
- risk identification tools, such as bow-tie diagram
- format of risk statements and risk register
- structure of risk criteria and the application of scenario dynamics (how a hazard creates consequences)
- concepts of ‘credible consequence level’, likelihood rating, confidence rating, ‘as low as reasonably practicable’ principle
- application of spatial analysis techniques
- jurisdiction or organisational emergency risk management principles and guidelines
- problem solving and decision making techniques
- research, demographic and economic analysis techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- explain emergency risk management concepts, the process and how to promote its benefits to a wide range of audiences
- apply the emergency risk assessment process (National Emergency Risk Assessment Guidelines)
- facilitate the development of an appropriate and sustainable emergency risk assessment in cooperation with the community and stakeholders

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- work with committee members to translate a wide range of risk perceptions, issues of concern and risk evaluation criteria into an agreed set of prioritised risks
- promote community cooperation, input and ownership for the emergency risk management process used and the outcomes
- produce an agreed risk register for a community
- obtain feedback, monitor and review the process and outcomes
- maintain momentum and achieve the project outcomes within available resources
- establish a project and see it through to produce a risk register that has broad community and stakeholder support

Consistency in performance

Competency should be demonstrated in at least two different contexts throughout the life of a community emergency risk management project, or during components of a number of projects.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed facilitating a group emergency risk management process in the workplace or in a simulated workplace environment

Specific resources for assessment

For the demonstration of competence in this unit it will be necessary to participate in a real-world project

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context.

Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning project.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include:	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Sources of information may include:	• community information booklets • credible individuals, group and community leaders • documented risk assessments by companies, organisations • family and historical records • libraries, research reports, Australian Bureau of Statistics data • special needs groups, significant cultural organisations • media, council and emergency service personnel and records
Communication options may include:	• community meetings • pamphlets/flyers/brochures • print newsletters • noticeboards • word of mouth • posters/billboards • face-to-face • email newsletters • websites • local newspapers • text messaging • social media • radio and television • video communication

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	• blogs
Drivers/triggers may include:	• changes in community characteristics • changes in legislation, policies and disaster/emergency management plans • changes in insurance policies and premiums • new sources of risk or changed perception of risk • planning deficiencies • recent emergency incident reports/debriefs, safety issues • recent judicial decisions • strategic and corporate plans
Legislative, regulatory and organisational requirements may include:	• arrangements specified in emergency management, land-use, environmental or other legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding • local planning regulations, development controls and environmental plans
Standards and guidelines include:	• AS/NZS ISO 31000:2009, *Risk management—Principles and Guidelines* • HB 327:2010, *Communicating and consulting about risk* • ISO Guide 73:2009, *Risk management—Vocabulary* • National Emergency, Management Committee (2010), *National Emergency Risk Assessment Guidelines* or updates thereof. • jurisdictional or organisational emergency risk management policies and procedures
Information on community characteristics may include:	• characteristics of natural, local and built environments • demographics (population distribution, social, cultural, health status and education data) • details of key infrastructure and emergency/support services • economic activity reports (employment, products, services, revenue) • government reports e.g. environmental impacts
Practical constraints may include:	• arrangements, roles and responsibilities set down in existing emergency management plans • availability of technical expertise, technology, equipment • budgets, time, availability and capability of people • land use planning

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	• legislation covering emergency management, environmental management, safety standards, local government regulations • limited community knowledge of emergency risk management processes and benefits • political, social and cultural considerations
Risk criteria may include:	• the nature and types of causes and consequences that can occur and how they will be measured • how likelihood will be defined • the timeframe(s) of the likelihood and/or consequence(s) • how the level of risk is to be determined • the views of stakeholders • the level at which risk becomes acceptable or tolerable • whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
Sources of risk may include:	• commercial and legal relationships • economic systems and relationships • human behaviour • natural events • built environment failures • disease (plant, animal or human) • political circumstances • technology/technical issues • management activities and controls
The environment may include:	• social environment (individuals, families and common interest groups that form whole communities), • build environment (human-made assets that underpin the functioning of a community), • economic environment, and/or • natural environment

Unit Sector(s)

Not applicable.

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PUAEMR012B Determine treatment options

Modification History

PUAEMR012B Release 2: Layout adjusted. Content reviewed.

PUAEMR012B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to determine a range of treatment options to treat emergency risks.

Application of the Unit

This unit to people people who are part of a working group that develops treatment options during an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

The emergency risk management process used will be developed in close cooperation with the community and consistent with the National Emergency Risk Assessment Guidelines and AS/NZS ISO 31000:2009 *Risk management—Principles and guidelines*.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEMR008B Contribute to an emergency risk management process

OR

PUAEMR009B Facilitate emergency risk assessment

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

1 Establish the project and working group	1.1 Applicable ***policies and procedures***, reports, records and emergency risk assessments are located and analysed. 1.2 A working group is established with an appropriate balance of expertise, representation and authority. 1.3 Group's knowledge of emergency risk management principles, terminology and processes is confirmed. 1.4 A sustainable emergency risk management process is negotiated that suits the ***community context*** and capability, ***stakeholder*** needs and ***practical constraints***. 1.5 Project management and consultation plans are developed with stakeholders. 1.6 Need for ***specialised information***, additional skills and expertise is identified.
2 Confirm risks to be considered	2.1 Existing risk assessment is reviewed for continuing relevance. 2.2 ***Sources of risk*** are identified. 2.3 Responsibility for single agency or multi-agency management of risks is identified. 2.4 Risk treatment objectives are identified in consultation with stakeholders.
3 Identify treatment options	3.1 Effectiveness of existing risk treatments is established through research and stakeholder consultation. 3.2 Community vulnerability is reconsidered as a basis for identifying treatment options. 3.3 A range of potential risk treatment options is identified through research and stakeholder consultation.
4 Evaluate treatment	4.1 ***Evaluation methods*** are agreed with stakeholders.

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	options	4.2 Treatment options are assessed and the risks and implications for stakeholders are identified for each option. 4.3 Treatment options are documented so that they are understandable by a wide range of audiences. 4.4 Feedback on likely implications and impacts of treatment options is obtained from stakeholders. 4.5 Residual risks are assessed for tolerability or acceptance. 4.6 Cost-benefit analysis is completed for each risk treatment option.
5	**Recommend treatment options for each risk**	5.1 Recommended options, including implementation responsibilities, are agreed in consultation with stakeholders. 5.2 Recommended options and residual risk are documented according to organisational policies and procedures. 5.3 Recommendations are submitted for approval in accordance with applicable policies and procedures.
6	**Promote ongoing commitment and ownership for the process and outcomes**	6.1 Communication and consultation is undertaken, using a range of options throughout the process. 6.2 A range of communication strategies is used. 6.3 All stages of the process, decisions taken and outcomes are documented accurately in accordance with relevant policy and procedures. 6.4 Information is provided to the community in ways that suit their language, literacy and cultural needs.
7	**Monitor and review the process**	7.1 All relevant data and contact information for key individuals and organisations is regularly reviewed for currency and updated. 7.2 Treatment options are reviewed for continuing relevance. 7.3 Opportunities for improving emergency risk management processes are reported.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- research and analysis skills to determine potential treatment options

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- ability to negotiate and work effectively with stakeholder groups
- ability to lead workgroups
- ability to work effectively in small groups
- analytical techniques to determine residual risk
- analytical techniques to conduct benefit: cost analysis at an appropriate level
- facilitation and team leadership
- managing meetings
- negotiation and communication
- progress management and monitoring skills

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines and AS/NZS ISO 31000:2009 *Risk management—Principles and guidelines*
- legislative and regulatory requirements relevant to emergency risk management
- jurisdiction and organisational documentation and submission procedures
- analytical, problem solving and decision making techniques to facilitate evaluating residual risk and cost-benefit analysis
- concepts of ‘credible consequence level’, likelihood rating, confidence rating, ‘as low as reasonably practicable’ principle
- sources of demographic, geographic and economic information
- geospatial databases and presentation options
- range of options for treating emergency risk

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- establish a project and see it through to produce a set of recommended treatment options that has broad community and stakeholder support
- work with committee members to develop feasible and effective treatment options for a given set of risks
- promote community cooperation, input and ownership for the emergency risk management process used and the recommended treatment options
- obtain feedback, monitor and review the process and outcomes
- maintain momentum and achieve the project outcomes within available resources

Consistency in performance

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	Competency should be demonstrated in a range of contexts throughout the life of a community emergency risk management project, or during components of a number of projects.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed facilitating a group emergency risk management process where an agreed set of treatment options is produced for a given set of risks in the workplace or in a simulated workplace environment. **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to participate in a real-world project. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning project. This unit may be assessed with other units that address other parts of the emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Policies and procedures may include:	• arrangements specified in legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding
Community context may include:	• characteristics of social, built, natural and economic

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environments
- demographics (population distribution, social, cultural, health status and education data)
- details of key infrastructure and emergency/support services
- economic activity reports (employment, products, services, revenue)
- government reports e.g. environmental impacts

Stakeholders may include:
- staff
- client groups
- decision makers
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Practical constraints may include:
- arrangements, roles and responsibilities set down in existing emergency management plans
- availability of technical expertise, technology, equipment
- budgets, time, availability and capability of people
- land use planning policy, authority and regulation
- legislation covering emergency management, environmental management, safety standards, local government regulations
- limited community knowledge of emergency risk management processes and benefits
- political, social and cultural considerations

Risk treatment options may include:
- avoidance of the risk
- removing a risk source
- changing the likelihood of
- an initiating event or source of risk occurring
- a hazard impacting on elements at risk
- changing the consequences of an identified hazard impact
- sharing the risk
- retaining the risk based on an informed decision

Specialised information may include:
- community information booklets
- documented risk assessments by companies, organisations
- family and historical records
- research reports, Australian Bureau of Statistics data

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Sources of risk may include:	• media, council, and emergency service records • spatial information data • commercial and legal relationships • economic systems and relationships • human behaviour • natural events • built environment failures • disease (plant, animal or human); • political circumstances; and • technology/technical issues, management activities and controls.
Evaluation methods may include:	• first-pass cost-benefit analysis • analysis of treatment effectiveness • potential to create new or secondary risks • stakeholder acceptability • legal, regulatory and compliance impact

Unit Sector(s)

Not applicable.

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PUAEMR014A Deliver recovery services

Modification History

PUAEMR014A Release 2: Layout adjusted. Content reviewed.

PUAEMR014A Release 1: Primary release.

Unit Descriptor

This unit covers the outcomes required to deliver administrative, technical, and/or professional services in a recovery context by professionals and volunteers working within a framework of existing emergency management legislation, regulations, plans and arrangements.

Application of the Unit

The range of services provided will vary markedly with the scale and type of emergency and will address aspects of recovery in the social, built, economic and natural environments.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

1 Clarify service delivery requirements	1.1 Nature of own service role is established within the context of the overall emergency recovery strategy and ***service delivery*** model. 1.2 Scope, limits and priorities for required recovery services are confirmed with ***stakeholders***. 1.3 Range of information to be collected during service delivery is confirmed. 1.4 Effective communication is established with recovery services manager and other ***service providers*** to ensure integration of service delivery and ***collection of information***.
2 Develop an action plan for service delivery	2.1 An action plan is developed in consultation with stakeholders and to ***organisational standards***. 2.2 Service delivery implications of potential short, medium and long term recovery issues are considered. 2.3 Contingencies to address the most likely recovery issues are developed. 2.4 Strategies are implemented to ensure the well-being of all staff. 2.5 Action plan is communicated to all stakeholders.
3 Deliver recovery services	3.1 Own team members are briefed/debriefed and assigned tasks and roles consistent with their capability/capacity. 3.2 Services are delivered in a timely, flexible, equitable and culturally appropriate manner. 3.3 Services are delivered in cooperation with other service providers to ensure seamless service delivery. 3.4 All requests for services outside assigned scope are referred to the appropriate service provider. 3.5 Established protocols and administration systems are used to track jobs and expenditure. 3.6 Confidentiality of information about businesses and individuals is maintained. 3.7 Quality and progress of service delivery is monitored and adjusted within agreed scope. 3.8 Information about community needs, service level

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	activity and suggested improvements to service delivery is collected and reported to recovery services manager.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- briefing and debriefing
- data collection and evaluation, needs analysis
- high level interpersonal skills (diplomacy, tact, negotiation, conflict resolution)
- liaison with other service providers, recovery coordinators and managers
- observation, sensitivity to recognising stress behaviours and recovery needs
- organisation and project management skills (prioritising, resource assessments and allocations, use of relevant equipment)
- team work
- verbal and written communication with a wide range of community members, professional and administrative personnel

Required Knowledge

- fundamentals of recovery operations outlined in Australian Emergency Management Handbook 2, *Recovery*
- Jurisdiction recovery assistance programs (relevant to service role)
- awareness of cultural and linguistic diversity and availability of translation/interpreter services
- common impacts of emergencies on communities and individuals
- community development approaches and strategies
- community contexts (social, political, economic, cultural, environmental)
- delegations and administrative processes
- OH&S issues relating to services delivery
- organisational budgeting and financial management
- protocols for information management and liaison with the public and media
- recommended approaches to recovery service delivery (relevant to service role)
- relevant legislative/regulatory framework, local/state/territory emergency management arrangements

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- deliver recovery services safely, effectively and efficiently
- collect accurate information about community needs and services
- monitor and adjust service delivery within agreed scope
- communicate effectively with recovery managers, other service providers and the community

Consistency in performance

Competency should be demonstrated in at least two contexts (either simulated or real-life) such as:

- throughout the life of a recovery operation
- during components of a number of operations

Context of and specific resources for assessment

Context of assessment

Competency should be assessed delivering recovery services in the workplace or in a simulated workplace environment.

Specific resources for assessment

Access is required to community and the opportunity to deliver recovery services during an actual or simulated emergency.

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency recovery context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge.

Summative assessment may not be possible in a real-world environment and assessors should confirm that simulated environments are sufficiently complex to be realistic.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

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Service delivery may include:

in the social environment:

- community development
- health and medical needs
- pastoral care, counselling, mental health services
- registration, public information, immediate relief services e.g. temporary accommodation, food, transport, relocation
- cultural support and support for people with mobility, vision and hearing impairment and people with a cognitive disability
- tourists and persons from interstate and overseas

in the built environment:

- debris removal
- structure assessment, stabilisation and demolition
- restoration of essential services (power, water, hospitals, schools)
- restoration of lifelines and communication services, transport links, public transport, supply chains
- re-establish commercial and retail facilities

in the natural environment:

- containment of hazards, decontamination and removal of hazards
- habitat restoration/revegetation/rehabilitation
- erosion stabilisation
- threatened species
- prevent further contamination e.g. weeds, fungal disease

in the economic environment:

- restoration of banking and other financial services
- appeals and donations
- economic redevelopment strategies, business and industry recovery packages
- employment issues
- financial advice, insurance advice
- grants and personal support programs e.g. financial relief

Stakeholders may include:

- staff
- client groups
- decision makers
- members of the public
- community groups

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- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Service providers may include:

- architects, engineers, planners, builders
- business recovery advisers
- Australian/state/territory/local government program administration staff
- financial advisers
- bank officers
- insurance assessors
- non-government and community service organisation staff
- personal support staff such as social workers, public health workers, and advocates
- mental health professionals such as psychiatrists, psychologists, counsellors
- suppliers of demolition and debris removal services
- suppliers of earthworks, road making and revegetation services
- utility workers (power, water, drainage, sanitation, garbage)

Collection of information may include:

- collection strategies that recognise the diverse cultural, language and linguistic needs of the community
- feedback from briefings and debriefings
- phone calls and surveys about unmet community needs and service effectiveness
- reports on expenditure, resource availability and use, staff welfare
- summaries of damage assessments, service requests, jobs completed, daily/weekly logs

Organisational standards may include:

- arrangements specified in legislation or regulation
- organisational or jurisdictional emergency recovery policies or procedures
- existing recovery plans, agreements or memoranda of understanding
- Australian Emergency Management Handbook 2, *Recovery*

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Unit Sector(s)

Not applicable.

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PUAEMR015A Establish and manage a recovery centre

Modification History

PUAEMR015A Release 2: Layout adjusted. No changes to content.

PUAEMR015A Release 1: Primary release.

Unit Descriptor

This unit covers the outcomes required to set up and daily operate a 'one stop shop' or recovery centre; to provide comprehensive recovery services (excluding shelter); and to eventually close the centre. The mix of recovery/outreach services provided may change throughout the life of the centre to reflect a changing emphasis from short term relief to long term recovery.

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

Application of the Unit

This unit applies to people with the responsibility for the management of a recovery centre. This may involve management of centre infrastructure; promotion of the centre; management of paid and volunteer staff in a stressful environment; administration, information and financial management; and the coordination of service providers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the facility	1.1 Emergency ***recovery plans and arrangements***, manuals and contact lists are located and implemented. 1.2 Facility's useability and convenience are assessed given the likely scale of the emergency and impacts. 1.3 Centre's ***initial resource needs*** are assessed and suppliers are selected. 1.4 Relevant financial regulations, administrative procedures and delegations are clarified and applied. 1.5 Utilities and communications are connected and equipment/materials are acquired in accordance with relevant procedures. 1.6 Links with existing and emerging ***stakeholders*** are established to determine their involvement in the centre. 1.8 Regular communication with the recovery committee/recovery manager is established. 1.9 ***Layout of the centre*** is designed/organised to optimise efficiency, privacy, security and OH&S.
2. Manage human resources sustainably	2.1 Capacity/capability of available ***personnel*** is assessed and appropriate roles and responsibilities are assigned. 2.2 Regular operational ***briefings*** are provided to update staff. 2.3 A process for the screening, induction and integration of new staff is established. 2.4 Strategies to ensure well being of all staff are implemented. 2.5 Staffing contingency plans and rosters are adjusted to suit changing needs and circumstances.
3. Manage physical resources	3.1 An accurate assets register is established and maintained. 3.2 Regular facility maintenance is organised.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Accurate records of consumables and equipment use are maintained.
	3.4 Expenditure is tracked and administered in accordance with relevant financial regulations and procedures.
	3.5 Risks are re assessed regularly and contingency plans are developed for expansion and back up resources.
4. Coordinate information flow and recovery services	4.1 Stakeholders are identified and a communication and consultation plan is developed, using a range of ***communication options***.
	4.2 Community is provided with accurate, current and timely ***service information.***
	4.3 Client satisfaction is monitored to ensure that enquiries are handled sensitively and efficiently.
	4.4 Accurate client files are maintained using an integrated electronic database.
	4.5 Key decisions, rationale for decisions and service activity levels are recorded to enable effective reporting and evaluation.
	4.6 Information is reported to stakeholders in accordance with established ***organisational procedures***.
	4.7 A strategy for the management of media and VIP visits is developed and implemented
5. Manage facility closure and transition to mainstream services	5.1 Transition arrangements are negotiated and publicised to ensure continuity of services.
	5.2 Public confidence in the capacity of mainstream services to meet ongoing recovery needs is promoted.
	5.3 Completeness of all ***files and information records*** is checked and rectified as necessary.
	5.4 Arrangements are made for the transport and secure storage of all files and information records.
	5.5 ***Statistical and financial summaries*** of recovery services delivered are prepared.
	5.6 An audit of equipment and materials is undertaken against the assets register, damage/loss reported and resources released/returned to providers.
	5.7 Facility is restored before returning it to its owners.
	5.8 An operational debrief is held with centre personnel to evaluate the effectiveness of the centre's operation

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ELEMENT	PERFORMANCE CRITERIA
	and service delivery, and to identify any ongoing service needs.
	5.9 Arrangements are made to ensure the smooth transition of staff to normal duties.
	5.10 All audit and reporting requirements are completed to inform future recovery planning and models of service delivery.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- data collection, analysis, synthesis skills
- high level interpersonal skills (diplomacy, tact, negotiation, conflict resolution)
- high level organisation and project management skills (prioritising, resource assessments and allocations, use of relevant equipment)
- liaison with other agencies, service providers, coordinators and controllers
- observation skills, sensitivity to recognising stress behaviours and recovery needs
- team leadership
- written communication skills (preparation of reports, information briefs to suit a range of audiences)
- working with competing/conflicting priorities and possible shortage of resources
- project management

Required Knowledge

- principles of recovery management outlined in Australian Emergency Management Handbook 2, *Recovery*
- media management techniques and sources of organisational media expertise
- characteristics of common emergency events together with related impacts, recovery needs and issues
- communication strategies for promoting the centre's recovery services
- design principles for recovery centres along with essential equipment, systems and consumables
- OH&S principles and procedures for ensuring the safety and well being of recovery operations personnel and visitors
- procedures and protocols governing centre manager role and responsibilities (e.g. financial management, coordinating appeals and donations, liaison and reporting, centre administration, media)
- range of government departments, agencies and organisations and non government service providers who contribute to emergency/disaster recovery operations,

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together with their grants, assistance programs and services
- relevant disaster recovery plans, MOUs and arrangements, contact lists
- relevant legislative/regulatory framework, local/state/territory emergency management arrangements and recovery programs
- special needs and sensitivities of affected community (e.g. cultural, language, religious, physical and dietary)

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- establish a recovery centre and promote its services
- communicate effectively with community members with diverse needs, perspectives and cultural backgrounds
- manage daily centre operations efficiently and sustainably
- monitor and adjust recovery services to suit changing needs
- liaise closely with other emergency managers and service providers
- maintain accurate files and records
- close the centre and manage the transition to mainstream services

Consistency in performance

Competency should be demonstrated in at least two contexts (either simulated or real-life) such as:

- throughout the life of a recovery operation
- during components of a number of operations

Context of and specific resources for assessment

Context of assessment

Competency should be assessed establishing and managing a recovery centre in the workplace or in a simulated workplace environment.

Specific resources for assessment

Access is required to the opportunity to establish and manage a recovery centre during an actual or simulated emergency situation.

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency recovery context. Assessors should use formative assessment

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strategies in a simulated environment to contextualise underpinning knowledge.

Summative assessment may not be possible in a real-world environment and assessors should confirm that simulated environments are sufficiently complex to be realistic.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Recovery plans and arrangements may include:	• arrangements specified in legislation or regulation • organisational or jurisdictional emergency recovery policies or procedures, including media protocols • existing recovery plans, agreements or memoranda of understanding • local planning regulations, development controls and environmental plans
Initial resource needs may include:	• administrative systems • communications • staffing • transport • utilities
Financial regulations, administrative procedures and delegations may include::	• Australian/state/territory government financial management acts and procedures • national disaster recovery administration guidelines • organisational governance and/or financial policies and procedures
Stakeholders may include:	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Layout of the centre may include:	• appropriate signage • car parking

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- childminding
- floor plan to optimise access and mobility
- heating/cooling
- ICT connections
- office storage
- public noticeboard, staff information board
- reception, interview rooms, meeting/staff rooms, quiet rooms for privacy, toilets/showers, kitchen/catering facilities
- security

Personnel may include:

- architects
- engineers
- building planners
- business recovery advisers
- financial advisers
- bank officers
- insurance assessors
- non-government and community service organisation staff
- personal support staff such as social workers, public health workers, advocates and mental health professionals, interpreters
- recovery program/service managers
- Australian/state/ territory/local government administration and technical (it) staff
- volunteers

Briefings may include:

- overview of the nature and impact of the emergency
- overview of recovery purpose and operations
- detail of specific activities
- identification of persons in charge, organisations and people involved in the operation
- methods and timing of communication
- staff arrangements (such as shift timings, breaks, meals, additional support)
- resources available and not available
- emergent issues
- protocols and procedures

Strategies to ensure well-being of all staff may include:

- avoiding key dependencies
- debriefing at the end of shifts
- management of ending staff contracts
- monitoring staff workloads and performance
- organising back up with relevant agencies
- organising equitable shift rosters

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	• providing personal support • safety and security briefings • tracking staff visits
Communication options may include:	• community meetings • pamphlets/flyers/brochures • print newsletters • noticeboards • word of mouth • posters/billboards • face-to-face • email newsletters • websites • local newspapers • text messaging • social media • radio and television • video communication • blogs
Service information may include:	• available services • role • function • grants and application forms, tax forms, insurance forms • handling instructions for offered goods and services • location • nearest transport • opening times • parking • relief/assistance information
Organisational procedures may include:	• emergency recovery policies or procedures • governance and/or financial accountability policies and procedures • records management, information management and confidentiality policies and procedures
Files and information records may include:	• key communications • key decisions and their rationale • media releases • personal/operational logs • service/activity reports • situation reports
Statistical and financial	• client numbers • expenditure

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summaries may include:

- materials used
- personnel numbers and hours worked
- types of services

Audit and reporting requirements (beyond intra agency needs) may include:

- analysis of service statistics
- comparison of grant applications against operational logs and grant criteria
- coronial inquiries
- evaluation and revision of policies and procedures
- key decisions and rationale

Unit Sector(s)

Not applicable.

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PUAEMR016A Facilitate community involvement in recovery

Modification History

PUAEMR016A Release 2: Layout adjusted. Content reviewed.

PUAEMR016A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to support an affected community to develop a strategic approach to its recovery.

This support may include strengthening ongoing community capacity; enhancing the social, economic, environmental and physical infrastructure of the community; and resolving local and external issues hindering recovery.

Application of the Unit

This unit applies to workers involved in middle to senior management of an aspect of disaster recovery.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Engage the community to enhance existing community structures and networks	1.1 ***Recovery plans and arrangements***, manuals and contact lists are located and implemented. 1.2 Key ***stakeholders,*** their potential interests, sensitivities, dependencies, roles and responsibilities are identified. 1.3 Community capacity is assessed to identify gaps. 1.4 Gaps are addressed by cultivating strategic relationships; building alliances with, and between, key individuals and groups; and developing community leaders. 1.5 ***Networks***, organisations and individuals are routinely provided with opportunities to examine ***issues and concerns.*** 1.6 Opportunities are sought for involvement in community forums and decision making. 1.7 A variety of communication and consultation methods is used to provide the community with information in ways that suit their language, literacy and cultural needs.
2. Facilitate the community recovery committee's development of a strategic approach	2.1 Support is provided to establish effective governance structures. 2.2 Support is provided with the identification, assessment and prioritising of community needs and goals. 2.3 Guidance is provided about relevant ***recovery strategies*** that will address the community's multiple concerns, needs and aspirations. 2.4 Support is provided to gather and consider community feedback. 2.5 Support is provided to negotiate and select appropriate recovery strategies that promote community goals, plans and activities. 2.6 Support is provided to identify and develop strategies and links for community action. 2.7 Support is provided to regularly review the committee's strategic approach.
3. Facilitate the community's	3.1 Support is provided with identifying and mobilising existing ***resources.***

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implementation of effective recovery strategies	3.2 Strategies are suggested for accessing additional resources when required. 3.3 Resources are acquired using own networks, where appropriate. 3.4 Support is provided with developing agreed implementation plans. 3.5 Support is provided to enable community based recovery activities. 3.6 Self management strategies are employed to ensure own well-being. 3.7 Effectiveness of recovery strategies and activities, adequacy of resources and expenditure is monitored against plans. 3.8 Variations to implementation plans are suggested to accommodate changed circumstances or to achieve more effective outcomes. 3.9 Ownership is promoted by keeping stakeholders fully informed about overall recovery progress, specific activities and any variations in recovery strategies or their implementation. 3.10 Aspects of the recovery process, decisions taken and outcomes relevant to own role are documented accurately in accordance with accountability and audit requirements.
4. Facilitate sustainability of the community's recovery	4.1 Effectiveness of recovery strategies is ***evaluated*** and recommendations are made for the conduct of ongoing activities. 4.2 An agreed departure plan is developed with sufficient lead time. 4.3 Ongoing community capacity is secured by ensuring recovery plans are current, resources are adequate and structures are self sufficient. 4.4 Long term sustainability of the community is promoted. 4.5 Arrangements for transition to mainstream services and sources of indirect support are clearly communicated to all stakeholders. 4.6 All audit and reporting requirements are completed.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- advocacy, negotiation, mediation, conflict resolution
- group facilitation, leadership, motivation
- interpersonal communication
- liaison, networking with service providers, agencies
- project management including planning, budgeting, organising
- research skills, project/program evaluation
- support multiple agencies and service providers to deal with multiple problems
- work independently with limited supervision and as part of a team
- work with a broad range of diverse groups in the affected community
- work with the media

Required Knowledge

- characteristics of common emergency events together with related impacts, recovery needs and issues
- community profiling, community development principles and practices
- continuous improvement principles
- depending on the work role or services provided, specific knowledge of particular groups or issues such as alcohol and other drugs, risk of self harm, common mental health issues (e.g. trauma); cultural and linguistic diversity, Aboriginal and Torres Strait Islander issues; social policy, social action and social change
- funding sources and their policies and strategies for encouraging community input and participation
- group dynamics
- information dissemination, public speaking, using the mass media
- principles of negotiation and mediation
- relevant legislative/regulatory framework, local/state/territory emergency management arrangements and recovery programs
- structure, processes and characteristics of community based organisations

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- communicate effectively with community members with diverse needs, perspectives and cultural backgrounds
- work with community members to develop effective recovery strategies

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- provide accurate information and advice as necessary
- provide links to external networks, expertise and resources as necessary
- empower the community to achieve sustainable recovery.

Consistency in performance

Competency should be demonstrated in a range of contexts such as:

- throughout the life of a recovery operation
- during components of a number of operations.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed supporting community members to develop, implement and evaluate recovery strategies and activities in the workplace or in a simulated workplace environment.

Specific resources for assessment

Access is required to the opportunity to support community members during the recovery process in an actual or simulated emergency situation.

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency recovery context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge.

Summative assessment may not be possible in a real-world environment and assessors should confirm that simulated environments are sufficiently complex to be realistic.

Range Statement

Recovery plans and arrangements may include:

- arrangements specified in legislation or regulation
- organisational or jurisdictional emergency recovery policies or procedures, including media protocols
- existing recovery plans, agreements or memoranda of understanding
- local planning regulations, development controls and

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	environmental plans
Stakeholders may include:	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Networks may include:	• business owners • rate payers associations • chambers of commerce • community groups • local organisations directly affected by the emergency • NGOs • Government agencies
Issues and concerns may include:	• access to education and training, health services, childcare • access to public information/services for people with different cultural and linguistic backgrounds • apparent rifts in community, social cleavage, isolation, apathy, bereavement • business continuity, economic sustainability • community displacement, lack of housing, loss of infrastructure • damage to built and/or natural environments • increased school absenteeism, domestic violence, child abuse, crime statistics • lack of employment, financial/income support
Recovery strategies may include:	• accessing recovery funds, assistance and resources • collection and analysis of information about impacts, needs and issues to inform recovery planning • consideration of locality development model • development of community infrastructure, programs and support • development of self-help processes • empowerment and ongoing support of new leaders • engaging non-represented individuals and groups • initiation of community action, community projects, community planning

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- keeping families intact
- promotion and enhanced accessibility/relevance for existing services to a wider group of people
- provision of information for the public and media
- working within local frameworks (e.g. local councils, local organisations and business)

Resources may include:

- general office equipment
- external expertise such as community development workers with relevant recovery experience
- funds (including petty cash) and project budget
- local intelligence and information
- administrative assistance
- background information such as:
  - recovery management plans
  - literature dealing with program and project development
  - funding submissions
  - business/calling cards
- directories (local community resources, street, existing local and recovery services)
- mobile phone
- UHF radio
- laptop computer

Unit Sector(s)

Not applicable.

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PUAEMR017A Manage recovery functions and services

Modification History

PUAEMR017A Release 2: Layout adjusted. PC, Required Knowledge and Evidence Guide revised.

PUAEMR017A Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to manage a range of recovery functions and services such as financial assistance, personal support programs, health services, rebuilding programs and business continuity.

It necessarily involves recovery planning (post emergency) and coordinating service delivery together with the monitoring and review of its effectiveness.

Application of the Unit

This unit applies to individuals who might be members of a recovery committee, or directly supporting such members.

People involved in managing recovery functions may include state/territory and municipal recovery coordinators and their deputies; liaison officers and managers; centre and assistance program managers; and representatives from government and non government service providers, welfare agencies, allied professionals and community and business leaders.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain, analyse and share information on impact of emergency	1.1 A comprehensive knowledge base is developed using existing networks and reliable sources of information. 1.2 ***Available data and information*** are analysed to reveal patterns and trends. 1.3 Recovery needs of the affected community and special needs of vulnerable groups are identified in consultation with ***stakeholders***. 1.4 Needs analysis is reviewed as circumstances change. 1.5 A package of recovery functions and services is designed to meet identified needs. 1.6 Analysis outcomes and chosen service model are documented and provided to relevant stakeholders and service providers.
2. Plan the delivery of recovery functions and services	2.1 Relevant agencies and community representatives are engaged in planning and decision making. 2.2 Relevant legislation, regulations and emergency arrangements are identified and applied. 2.3 Pre prepared recovery plans are applied/adapted to suit ***recovery functions and services***. 2.4 Likely impacts of the event are modelled to determine how needs and required recovery services may change. 2.5 Capacity and capability to deliver required recovery services is reviewed. 2.6 Recovery priorities are established by considering political context, public expectations, required services and available resources. 2.7 Appropriate delivery strategies are developed in consultation with stakeholders prior to community

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ELEMENT	PERFORMANCE CRITERIA
	endorsement and multi agency commitment.
3. Coordinate the delivery of recovery functions and services	3.1 Stakeholders and ***service providers*** are given regular, up to date information about the event, impacts, likely developments and service priorities. 3.2 Resources are managed to ensure that recovery functions and services are delivered effectively. 3.3 Workloads are managed to ensure the well being of all staff. 3.4 Incoming ***information about needs and service delivery*** is collected, analysed and used to review priorities. 3.5 Delivery of recovery functions and services is adjusted in response to changing circumstances and priorities and in conjunction with other functions and services. 3.6 Community, political and media expectations and interests are managed. 3.7 Transition to mainstream services is managed sensitively and in a timely manner.
4. Evaluate the delivery of recovery functions and services	4.1 Feedback from stakeholders and service providers is sought, collected and analysed. 4.2 ***Operational records***, minutes of meetings and records of decisions are analysed. 4.3 Instances where recovery services were deficient or poorly delivered are identified and analysed and recommendations to improve future practice made. 4.4 Evaluation outcomes are reported to key stakeholders to inform future recovery planning and models of service delivery.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analysis of information (including historical) about disaster impacts on individuals and communities and their recovery needs
- communication - lobbying, negotiating, advocacy, managing conflicts, empathy, diplomacy, chairing meetings, public speaking, active listening
- conduct high level briefings and debriefings, keeping all stakeholders informed

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- consistent, reliable judgment
- cultural sensitivity including working with translators and interpreters
- design and conduct of research
- flexibility, work under high pressure, maintain own well being
- leadership, human resource management, monitoring of staff welfare
- media liaison
- problem solving, lateral thinking
- project management including risk management
- work in multi professional teams

Required Knowledge

- community development principles and processes
- diversity of community/social aspirations, needs and values
- likely impacts on communities and individuals of emergencies and disasters, and recovery needs
- protocols and procedures for release of information
- models of recovery operations and approaches to service delivery
- organisational budgeting and administrative processes and delegations
- relevant legislative/regulatory framework, local/state/territory statutory and emergency management arrangements

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- analyse recovery needs and identify required recovery functions and services
- develop effective plans for the delivery of recovery functions and services
- coordinate the effective and efficient delivery of recovery functions and services
- evaluate and report the effectiveness of delivery to inform future emergency planning.

Consistency in performance

Competency should be demonstrated in a range of contexts such as:

- throughout the life of a recovery operation
- during components of a number of operations.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed managing recovery

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	functions and services that involve the cooperation of multi agencies, organisations and/or service providers in the workplace or in a simulated workplace environment **Specific resources for assessment** Access is required to the opportunity to manage recovery functions and services in an actual or simulated emergency situation..
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency recovery context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment may not be possible in a real-world environment and assessors should confirm that simulated environments are sufficiently complex to be realistic.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Available data and information may include:	• damage/impact and loss assessments • impact modelling • media reports • offers of assistance • requests for services
Stakeholders may include	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Legislation, regulations and emergency management arrangements may include:	• arrangements specified in legislation or regulation • organisational or jurisdictional emergency recovery policies or procedures

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- existing recovery plans, agreements or memoranda of understanding
- Australian Emergency Management Handbook 2, *Recovery*

Recovery functions and services may include:

- in the social environment:
  - community development
  - health and medical needs
  - pastoral care, counselling, mental health services
  - registration, public information, immediate relief services e.g. temporary accommodation, food, transport, relocation
  - cultural support and support for people with mobility, vision and hearing impairment and people with a cognitive disability
  - tourists and persons from interstate and overseas
- in the built environment:
  - debris removal
  - structure assessment, stabilisation and demolition
  - restoration of essential services (power, water, hospitals, schools)
  - restoration of lifelines and communication services, transport links, public transport, supply chains
  - re-establish commercial and retail facilities
  - in the natural environment:
  - containment of hazards, decontamination and removal of hazards
  - habitat restoration/revegetation/rehabilitation
  - erosion stabilisation
  - threatened species
  - prevent further contamination e.g. weeds, fungal disease
- in the economic environment:
  - restoration of banking and other financial services
  - appeals and donations
  - economic redevelopment strategies, business and industry recovery packages
  - employment issues
  - financial advice, insurance advice
  - grants and personal support programs e.g. financial relief

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Service providers may include:

- architects
- engineers
- planners
- builders
- business recovery advisers
- financial advisers
- bank officers
- insurance assessors
- non-government and community service organisation staff
- personal support staff such as social workers, public health workers, and advocates
- mental health professionals such as psychiatrists, psychologists, counsellors
- recovery program/service managers, Australian/state/ territory/local government administration and technical (IT) staff
- suppliers of demolition and debris removal services
- suppliers of earthworks, road making and revegetation services
- utility workers (power, water, drainage, sanitation, garbage)

Information about needs and service delivery may include:

- collection strategies that recognise the diverse cultural, language and linguistic needs of the community
- feedback from briefings and debriefings
- phone calls and surveys about unmet community needs and service effectiveness
- reports on expenditure, resource availability and use, staff welfare
- summaries of service requests, jobs completed

Operational records may include:

- demographic data and community profiles
- financial records
- historical records
- incident reports and damage assessments
- media reports
- personal accounts, daily/weekly logs and file notes
- service requests

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Unit Sector(s)

Not applicable.

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PUAEMR018A Work in an emergency management context

Modification History

PUAEMR018A Release 2: Layout adjusted. PC, Required Knowledge and Evidence Guide revised.

PUAEMR018A Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to apply emergency management concepts and principles, and jurisdictional emergency management arrangements to organisational policies, procedures, planning and decision making.

Application of the Unit

This unit applies to people who are undertaking, or are preparing to work in, an emergency management role within their organisation and/or local community and require a broad understanding of the jurisdiction's emergency management framework in order to undertake their work responsibilities.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm organisational emergency management requirements	1.1 Current versions of relevant ***emergency management information*** are accessed. 1.2 Emergency management information is reviewed to identify requirements, roles and responsibilities for different organisations. 1.3 Implications of emergency management requirements for organisational planning, policies, procedures, systems and resource allocation are identified. 1.4 Implications of emergency management requirements for ***stakeholders*** and local communities are identified. 1.5 Action plans are used in line with organisational policies and procedures.
2. Contribute to stakeholder awareness of emergency management	2.1 Application of emergency management concepts and principles to enhance the resilience of organisations and/or communities is conveyed to stakeholders. 2.2 Emergency management arrangements are explained to illustrate the multi-agency approach and to distinguish between the roles and responsibilities of key agencies/organisations. 2.3 Emergency management plans and warning strategies are explained to clarify roles and responsibilities, and to illustrate how plans and warning strategies are developed, maintained and implemented. 2.4 Reliable sources of emergency management information are accessed.
3. Support organisational/ community emergency planning and decision making	3.1 ***Strategies to prepare and engage stakeholders***/ ***organisations***/***communities*** are identified in accordance with organisational responsibilities, policies and procedures. 3.2 Appropriate methods for conducting an all hazards, risk and vulnerability analysis for the organisation/ community are identified.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Analysis process is participated in and supported .
	3.4 Appropriate prevention/mitigation, preparedness, response and/or recovery strategies are identified in consultation with stakeholders.
	3.5 ***Planning*** and the development and/or improvement of related arrangements, policies and procedures are identified.
	3.6 Relevant components of emergency plans are implemented in accordance with organisational role and responsibilities.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- discuss emergency risks and their implications, and impact of proposed treatments for an organisation/community
- identify stakeholder needs, priorities and positions
- locate and interpret emergency management related legislation, regulations, plans, policies and procedures
- locate and interpret information about an organisation/community
- outline the jurisdiction's emergency management arrangement and their impact on the organisation
- participate in/facilitate group discussion and teamwork
- summarise and explain key information clearly

Required Knowledge

- emergency risk management process as per appropriate international and Australian Standards
- legislative/regulatory requirements and agency/organisational arrangements for emergency management
- organisational policies and procedures relating to business planning, communication and consultation with stakeholders, information management, emergency management, occupational health and safety (OH&S) and environmental management
- emergency management terminology, concepts and principles as outlined in current Australian Emergency Management Handbooks

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- provide emergency management information and advice within the scope of own organisational/community role and responsibilities and consistent with jurisdictional emergency management arrangements
- work collaboratively with stakeholders to achieve outcomes that enhance the resilience of the organisation/community.

Consistency in performance

Competency should be demonstrated in a range of contexts such as throughout the duration of significant emergency management activities and during components of a number of emergency management related activities.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or a simulated workplace environment.

Specific resources for assessment

Access is required to:

- emergency management legislation, regulations, plans, policies and procedures
- relevant organisational plans, policies and procedures.

Method of assessment

This unit should be assessed with a blend of formative assessment to confirm underpinning knowledge and scenario-based or real-world projects that require candidates to apply their knowledge in context.

Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency management information may include:

- land use planning regulations
- legislation dealing with disasters, emergencies, OHS and the environment
- local government regulations
- regulations for handling and transporting dangerous goods
- relevant international and Australian risk management standards
- state/territory emergency risk management guidelines
- state/territory/local government and organisational emergency plans
- state/territory/local government emergency management arrangements

Stakeholders may include:

- staff
- client groups
- decision makers
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Reliable sources of emergency management information may include:

- Australian Bureau of Statistics data for communities (such as population distribution, social, cultural, health status and education data)
- details of key infrastructure and emergency/support services
- documented risk assessments conducted by organisations and communities
- expert advice (including local sources)
- publications (such as Australian emergency management handbooks)
- published reports and inquiries
- real time operational information
- state/territory/local emergency (sub) plans
- state/territory/local legislation dealing with emergency management
- authoritative websites (such as Emergency

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	Management Australia)
Strategies to prepare and engage stakeholders/ organisations/communities may include:	• advertising in local media • broadcast facsimile and email messages • contacting individual organisations, professional bodies, unions and recreational/sports associations • distributing pamphlets • electronic communication warning and information systems • focus groups, workshops, surveys • initiating media interviews • letters and articles written for specific audiences • making presentations to a variety of community groups • meetings with groups, key individuals and leaders of minority/ethnic/cultural groups • preparing media releases • social media • speaking at community functions • websites
Appropriate prevention/mitigation, preparedness, response and/or recovery strategies may include:	• building codes • community education • community restoration, reconstruction • critical incident stress management, personal support and counselling • emergency management planning • financial support • land use management • legislation and regulation • mutual aid agreements • safety standards • training and exercises • warning systems
Planning may include:	• business continuity planning • emergency planning • land use planning • operational and strategic business planning

Unit Sector(s)

Not applicable.

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PUAEMR021A Facilitate emergency planning processes

Modification History

PUAEMR021A Release 2: Layout adjusted. PC, Required Skills and Knowledge, Range and Evidence Guide revised.

PUAEMR021A Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to collaboratively facilitate development of new, or revision of existing emergency plans in a multi-agency and community context. Such plans may focus on one or more aspects of emergency management, i.e. prevention, preparedness, response and/or recovery.

Application of the Unit

This unit applies to people responsible for developing emergency management plans within or by local government, emergency service or government agencies and departments, event organisers, utilities, critical infrastructure or high occupancy buildings, and service providers.

The unit focuses on planning which requires input from a number of different organisations and the community.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the emergency planning context and framework	1.1 Authority to plan is confirmed with reference to legislation, organisational direction, community or other managerial agreement . 1.2 Planning environment is clarified by analysing ***drivers*** and risk assessment. 1.3 Considerations that may impact on the planning framework are identified and analysed . 1.4 ***Stakeholders,*** their potential interests, sensitivities, roles and responsibilities are identified. 1.5 Planning team/group is established with an appropriate balance of expertise, stakeholder representation and authority to achieve desired outcomes. 1.6 ***Emergency plan*** aims and objectives and governance framework are developed and refined with stakeholders.
2. Develop agreed planning processes and methodology	2.1 A feasible project scope is developed, considering ***practical constraints*** 2.2 Processes for negotiating outcomes, key performance indicators, information management, reporting, accountability and decision making strategies are developed and agreed within existing accountabilities. 2.3 A consultation and communication plan is developed and implemented. 2.4 Sources of expertise are identified to contribute specialised information and analysis as required. 2.5 A project plan is prepared and approved in consultation with stakeholders.
3. Undertake research and analysis for emergency management planning	3.1 Plan is regularly reviewed in response to new information or changes in resources and planning environment. 3.2 Appropriate ***research tools*** and consultation

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ELEMENT	PERFORMANCE CRITERIA
	strategies are chosen.
	3.3 Comprehensive body of ***community information***, ***risks*** and safety expectations is ***sourced***/built/updated using credible sources.
	3.4 Effectiveness of current emergency management strategies are assessed to address the vulnerability of communities and environments by analysing their susceptibility and resilience to risk.
	3.5 The plan's role as an appropriate risk treatment is confirmed.
4. Develop/refine emergency management planning outcomes	4.1 Emergency management arrangements are reviewed or developed to identify potential gaps or duplication in roles and responsibilities.
	4.2 Emergency management strategies and responsibilities are identified and confirmed in consultation with stakeholders.
	4.3 Broad categories and types of resources and services that are likely to be required, including potential critical shortfalls, are identified.
	4.4 Financial and contractual arrangements for accessing or acquiring resources and services are developed.
	4.5 Arrangements for the command, control and coordination of any emergency response or recovery are addressed in the plan.
	4.6 Contingencies to address potential problems are developed with relevant organisations and service providers.
	4.7 Community and organisational implications of new/revised emergency management plans are identified in consultation with stakeholders.
5. Document the emergency plan	5.1 Plan is iteratively developed in consultation with stakeholders.
	5.2 Plan is prepared in a format prescribed by organisational standards and consistent with broader jurisdictional emergency management arrangements.
	5.3 Clear and concise language appropriate for the audience/s is used.
	5.4 Planning records, supporting documentation and contact information are maintained to organisational standards.
6. Validate the plan	6.1 A maintenance, audit and exercise schedule is implemented in consultation with stakeholders.

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ELEMENT	PERFORMANCE CRITERIA
	6.2 Outcomes of exercise and/or review are used to refine plan in consultation with stakeholders.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- build and maintain effective networks and relationships across multiple agencies or organisations
- communicate effectively in writing
- define and provide recommendations to solve problems
- facilitate group work
- manage complex projects
- undertake research and analysis
- use effective interpersonal communication skills
- work with and consult stakeholders
- work cooperatively
- write clearly, concisely using accurate terminology

Required Knowledge

- Fundamentals of risk management included in Australian Standard AS/NZS ISO 3100:2009 *Risk management—Principles and guidelines*
- Fundamentals of emergency management planning included in Australian Emergency Management Manual 43 *Emergency Planning*
- culture, diversity and history of communities, environments and associated concerns, issues and sensitivities, perception of risks
- current state/territory/agency emergency management plans
- planning process and the impact, outcomes and benefits for stakeholders
- relevant emergency risk management terminology, concepts and principles
- relevant jurisdictional emergency management arrangements
- research tools/methodologies for geographic, demographic and economic research
- group dynamics, strategies for team building and resolving conflict
- meeting procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with

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the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- explain the emergency planning process
- develop an appropriate and sustainable emergency planning process in cooperation with planning team/group and stakeholders
- work with planning team/group and stakeholders to develop plans that are readily usable and able to be implemented effectively
- develop emergency plans that have stakeholder approval and support
- evaluate planning process and outcomes with stakeholders.

Consistency in performance

Competency should be demonstrated in at least two multi-agency contexts, with a diverse stakeholder group, one of which may be simulated.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed making significant contributions to an emergency planning process either as an individual or as the representative of a stakeholder, organisation or constituency in the workplace or in a simulated workplace environment.

Specific resources for assessment

Access is required to:

- organisational community
- opportunity to participate in an actual, or simulated, emergency planning process.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation

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- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Drivers may include:

- changes in community characteristics
- changes in legislation, policies and disaster/emergency management plans
- changes in insurance policies and premiums
- new sources of risk or changed perception of risk
- planning deficiencies
- recent emergency incident reports/debriefs, safety issues
- recent judicial decisions
- changes in strategic and corporate plans

Considerations that may impact on the planning framework may include:

- arrangements specified in legislation
- organisational or jurisdictional emergency risk management policies or procedures
- existing disaster plans, agreements or memoranda of understanding
- local planning regulations, development controls and environmental plans

Stakeholders may include:

- staff
- client groups
- decision makers
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Emergency plans may include:

- plans developed to address specific risks
- plans required by commonwealth/state/territory legislation
- plans required by regulators and permit conditions

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Practical constraints may include:	• arrangements, roles and responsibilities set down in existing emergency management plans • availability of technical expertise, technology, equipment • budgets, time, availability and capability of people • land use planning • legislation covering emergency management, environmental management, safety standards, local government regulations • limited community knowledge of emergency management planning processes and benefits • political, social and cultural considerations
Research tools may include:	• affinity analysis • brainstorming, visioning • cause and effect analysis, force field analysis • emergency risk management process and tools • SWOT analysis • bow-tie analysis • cost:benefit analysis
Community information may include:	• characteristics of natural, social, economic and built environments • demographics (population distribution, social, cultural, health status and education data) • details of key infrastructure and emergency/support services • economic activity reports (employment, products, services, revenue) • government reports (such as environmental impacts) • emergency risk assessment studies
Risks may include:	• commercial and legal relationships • economic systems and relationships • human behaviour • natural events • built environment failures • disease (plant, animal or human) • political circumstances • technology/technical issues, management activities and controls

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Unit Sector(s)

Not applicable.

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PUAEMR022 Establish context for emergency risk assessment

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit describes the outcomes required to determine an emergency risk assessment's objectives, scope, stakeholders, and risk criteria.

Application of the Unit

This unit applies to people required to initiate an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
1. Identify objectives and scope by research and consultation	1.1 Objectives and scope are identified using emergency risk management ***standards and guidelines.***
	1.2 ***Stakeholder*** roles and required inputs are determined in accordance with ***policies and procedures.***
	1.3 Budget, timeframe and schedule for research and consultation are determined.
	1.4 Information about communities is obtained.
2. Identify and consult with stakeholders	2.1 Stakeholders are identified.
	2.2 Existing and potential liaison networks are identified and evaluated for relevance.
	2.3 Stakeholder networks are developed using a range of strategies.
	2.4 Communication and consultation are established.
	2.5 Communication options are selected to develop a communication plan.
3. Clarify roles and requirements with stakeholders	3.1 Stakeholders' roles and the need for their input are clearly defined and emphasised in seeking their cooperation.
	3.2 Stakeholders are informed of the aims, objectives, risk management context and structure within which they must operate.
	3.3 Stakeholders' needs are determined and conflicting needs identified and noted.
4. Develop risk criteria with stakeholders	4.1 Social, environmental, financial and timeframe needs are identified in consultation with stakeholders.
	4.2 Legal, technical and political considerations are identified in consultation with stakeholders.
	4.3 Reasons for, and selection of, criteria are negotiated with stakeholders and agreed upon.
	4.4 ***Risk criteria*** are recommended which take into account ***practical constraints*** and the community's

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	acceptance of risk.
	4.5 Community expectations of acceptable risk are established.
5. Monitor and review	5.1 Context and evaluation criteria are monitored in accordance with policies and procedures.
	5.2 Context and evaluation criteria are reviewed in accordance with standards and guidelines.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- stakeholder analysis
- communication and consultation in a group context
- facilitation of group processes
- negotiation
- problem solving
- project management
- research skills to conduct geographic, demographic and socio-economic analysis

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- legislative and regulatory requirements relevant to emergency risk management
- problem solving and decision making techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Stakeholders are comprehensively identified and consulted to establish a clear context, which includes objectives, scope and risk criteria. **Consistency in performance** Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.
Context of and specific	**Context of assessment**

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resources for assessment	Evidence of competence in this unit may be collected in a simulated environment and a real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies. **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to participate in a real-world project. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning context. This unit may be assessed with other units that address other parts of the emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Standards and guidelines may include:	• AS/NZS ISO 31000:2009, Risk management—Principles and Guidelines • HB 327:2010, Communicating and consulting about risk • ISO Guide 73:2009, Risk management—Vocabulary • National Emergency, Management Committee (2010), National Emergency Risk Assessment Guidelines • jurisdictional or organisational emergency risk management policies and procedures
Stakeholders may include:	• staff • client groups • decision makers • members of the public

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	• community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Policies and procedures may include:	• arrangements specified in legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding
Information about communities may include:	• demographic measures • socio-economic measures • local economy and industry makeup and interdependencies • cultural makeup and mix
Risk criteria may include:	• the nature and types of causes and consequences that can occur and how they will be measured • how likelihood will be defined • the timeframe(s) of the likelihood and/or consequence(s) • how the level of risk is to be determined • the views of stakeholders • the level at which risk becomes acceptable or tolerable • whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
Practical constraints may include:	• arrangements, roles and responsibilities set down in existing emergency management plans • availability of technical expertise, technology, equipment • budgets, time, availability and capability of people • land use planning policy, authority and regulation • legislation covering emergency management, environmental management, safety standards, local government regulations • limited community knowledge of emergency risk management processes and benefits • political, social and cultural considerations

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Unit Sector(s)

Not applicable.

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PUAEMR023 Assess emergency risk

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit describes the outcomes required to identify, analyse and evaluate risk to determine which risks need treatment and the treatment priorities.

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

Application of the Unit

This unit applies to workers undertaking an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEMR022 Establish context for emergency risk assessment

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify risk	1.1 ***Sources of risk*** are identified by considering the interaction of hazards, communities and ***the environment***. 1.2 ***Elements at risk*** are identified. 1.3 ***Stakeholders*** are consulted throughout the risk assessment process. 1.4 Risk statements describing consequences are generated.
2. Analyse risk	2.1 Risks are analysed by considering the likelihood of particular consequences occurring. 2.2 The vulnerability of communities and/or environments is determined by analysing their susceptibility and resilience to risks. 2.3 Risks are rated in accordance with agreed ***risk criteria.***
3. Evaluate risk	3.1 Risks requiring additional analysis or treatment are determined. 3.2 Tolerability and acceptability of risks are agreed with stakeholders. 3.3 Risk treatments are prioritised using agreed risk criteria.
4. Monitor and review	4.1 Evaluated risks are monitored in accordance with ***standards and guidelines.*** 4.2 Evaluated risks are reviewed in accordance with standards and guidelines.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- research skills to identify sources of risk to the social, built, economic and natural

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environments
- analysis skills for qualitative and quantitative risk analysis
- workshop facilitation skills
- identification of stakeholders
- negotiation with stakeholders
- problem definition
- risk analysis
- use emergency risk modelling processes to estimate risk

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- risk identification tools
- format of risk statements and risk register
- structure of risk criteria and the application of scenario dynamics (how a hazard creates consequences)
- concepts of 'credible consequence level', likelihood rating, confidence rating, 'as low as reasonably practicable' principle
- application of spatial analysis techniques
- jurisdiction or organisational emergency risk management principles and guidelines
- problem solving and decision making techniques
- research, demographic and economic analysis techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Learners must demonstrate that they can apply an appropriate method to identify risk, produce meaningful risk statements and apply risk criteria in consultation with stakeholders.

Consistency in performance

Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.

Context of and specific resources for assessment

Context of assessment

Evidence of competence in this unit may be collected in a simulated environment and real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies.

Specific resources for assessment

For the demonstration of competence in this unit it will

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	be necessary to participate a real life project. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-life project, often in an action-learning context. This unit may be assessed with other units that address the whole emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Sources of risk may include	• commercial and legal relationships • economic systems and relationships • human behaviour • natural events • built environment failures • disease (plant, animal or human) • political circumstances • technology/technical issues, management activities and controls
The environment may include	• social environment (individuals, families and common interest groups that form whole communities) • build environment (human-made assets that underpin the functioning of a community) • economic environment • natural environment
Elements at risk may include	• people • buildings and civil engineering works • infrastructure • economic activities

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	• public services • natural environment
Stakeholders may include	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Risk criteria may include	• the nature and types of causes and consequences that can occur and how they will be measured • how likelihood will be defined • the timeframe(s) of the likelihood and/or consequence(s) • how the level of risk is to be determined • the views of stakeholders • the level at which risk becomes acceptable or tolerable • whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
Standards and guidelines may include	• AS/NZS ISO 31000:2009, Risk management—Principles and Guidelines • HB 327:2010, Communicating and consulting about risk • ISO Guide 73:2009, Risk management—Vocabulary • National Emergency, Management Committee (2010), *National Emergency Risk Assessment Guidelines* • jurisdictional or organisational emergency risk management policies and procedures

Unit Sector(s)

Not applicable.

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PUAEMR024 Develop treatment options for emergency risk

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit describes the outcomes required to determine a range of treatment options which can be used to reduce emergency risk.

Application of the Unit

This unit applies to people who are part of a working group that develops treatment options during an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify treatment options	1.1 Risk treatment objectives are identified in consultation with ***stakeholders***. 1.2 Existing ***risk treatment options*** are identified through research and stakeholder consultation. 1.3 A range of potential risk treatment options are identified through research and stakeholder consultation.
2. Evaluate options	2.1 ***Evaluation methods*** are agreed with stakeholders. 2.2 Feedback on likely implications and impacts of treatment options is obtained from stakeholders. 2.3 Residual risks are assessed for tolerability or acceptance 2.4 Cost-benefit analysis is completed for each risk treatment option.
3. Recommend treatment options	3.1 Recommended options, including implementation responsibilities, are agreed in consultation with stakeholders. 3.2 Recommended options and residual risk are documented according to organisational ***policies and procedures***. 3.3 Recommended options are submitted for approval in line with organisational policies and procedures.
4. Develop treatment plan	4.1 Treatment options, resources required, milestones, budget, reporting procedures and roles and responsibilities for implementation are identified. 4.2 Communication and project management strategies are developed with stakeholders. 4.3 Implementation issues are identified and

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	contingencies developed where necessary.
	4.4 An agreed treatment plan is documented and submitted for approval in accordance with organisational policies procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- Research and analysis skills to determine potential treatment options
- ability to negotiate and work effectively with stakeholder groups
- analytical techniques to determine residual risk
- analytical techniques to conduct benefit:cost analysis at an appropriate level

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines and AS/NZS ISO 31000:2009 *Risk management—Principles and Guidelines*
- legislative and regulatory requirements relevant to emergency risk management
- jurisdiction and organisational documentation and submission procedures
- analytical, problem solving and decision making techniques to facilitate evaluating residual risk and cost-benefit analysis
- geospatial databases and presentation options
- range of options for treating emergency risk

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Candidates must demonstrate an ability to work with stakeholders and generate an agreed list of recommended treatment options in an appropriate format. **Consistency in performance** Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.
Context of and specific	**Context of assessment**

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resources for assessment	Evidence of competence in this unit may be collected in a simulated environment and real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies. **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to participate in a real-world project. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning project. This unit may be assessed with other units that address other parts of the emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include:	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Risk treatment options may include:	• avoidance of the risk • removing a risk source • changing the likelihood of

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	• an initiating event or source of risk occurring • a hazard impacting on elements at risk • changing the consequences of an identified hazard impact • sharing the risk • retaining the risk based on an informed decision
Evaluation methods may include:	• first-pass cost-benefit analysis • analysis of treatment effectiveness • potential to create new or secondary risks • stakeholder acceptability • legal, regulatory and compliance impact
Policies and procedures may include:	• arrangements specified in legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAEMR025 Manage risk treatment implementation

Modification History

PUAEMR025 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to communicate, facilitate and review implementation of selected risk treatments.

Application of the Unit

This unit applies to managers or members of project teams responsible for implementing all or part of a risk treatment plan. It recognises that the manager or project team will commonly not have direct responsibility for implementing parts of the risk treatment plan. Such managers or teams may be working at local, regional or state level within local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Confirm implementation context	1.1 Project ***drivers/triggers***, risks, risk management context, treatment options, priorities and ***practical constraints*** are clarified. 1.2 Applicable ***policies and procedures*** are identified. 1.3 Key ***stakeholders*** are identified along with their potential interests, sensitivities, roles and responsibilities.
2. Develop implementation plan	2.1 Risk(s) to be treated and current relevance of treatment option(s) confirmed. 2.2 Performance criteria for assessing the effectiveness of treatment implementation are established in consultation with stakeholders. 2.3 Treatment actions, resources required, milestones, budget, reporting procedures and roles and responsibilities of project team members are identified. 2.4 Implementation issues are identified and contingencies developed where necessary. 2.5 An agreed treatment plan is documented and submitted for approval in accordance with organisational policies and procedures.
3. Communicate the treatment plan	3.1 Processes to effectively consult and communicate about implementation are selected. 3.2 A consultation plan is developed and implemented.
4. Facilitate treatment plan implementation	4.1 Treatment tasks/activities are allocated in accordance with the implementation plan. 4.2 Effective communication between working group members is maintained. 4.3 Stakeholders are kept fully informed of progress, performance and any proposed variations in strategy or implementation. 4.4 Agreed variations to the treatment plan are introduced to accommodate changed circumstances or to achieve more effective outcomes.
5. Monitor and review treatment plan implementation	5.1 A review process is established in consultation with stakeholders. 5.2 Effectiveness of treatment activities, adequacy of

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resources, project progress and expenditure is monitored against plans, recorded and reported.

5.3 Implementation plans are adjusted as required following the review process.

5.4 Adjustments to implementation plans are communicated to stakeholders.

5.5 Residual risk is re-evaluated and a decision made whether to accept this risk or to re-visit the risk assessment.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- networking and relationship building
- ability to work effectively with stakeholder groups
- ability to apply a range of communication media and methods to communicate with stakeholders
- project planning and oversight
- budgeting and phasing to measure progress against targets

Required Knowledge

- emergency risk management concepts and principles included in the current National Emergency Risk Assessment Guidelines
- jurisdictional, organisational and operational responsibilities for implementing risk treatment options
- legislative and regulatory requirements relevant to implementing risk treatments
- jurisdiction and organisational documentation and reporting procedures
- project management techniques
- options for communicating with stakeholders
- analytical, problem solving and decision making techniques to facilitate monitoring progress against targets

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate	Candidates must demonstrate that they have developed criteria to monitor implementation progress, actually monitored and reported on progress, and communicated

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competency in this unit	and consulted with stakeholders. **Consistency in performance** Candidates should be expected to present evidence from at least two different contexts, one of which may be simulated.
Context of and specific resources for assessment	**Context of assessment** Evidence of competence in this unit may be collected in a simulated environment and real environment, often as part of a larger project with concurrent assessment of other emergency risk management competencies. **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to participate in a real-world project. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.
Guidance information for assessment	This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context. Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning context. This unit may be assessed with other units that address the whole emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Drivers/triggers may include:

- changes in community characteristics
- changes in legislation, policies and disaster/emergency management plans
- changes in insurance policies and premiums
- new sources of risk or changed perception of risk
- planning deficiencies

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	• recent emergency incident reports/debriefs, safety issues • recent judicial decisions • strategic and corporate plans
Practical constraints may include:	• arrangements, roles and responsibilities set down in existing emergency management plans • availability of technical expertise, technology, equipment • budgets, time, availability and capability of people • land use planning • legislation covering emergency management, environmental management, safety standards, local government regulations • limited community knowledge of emergency risk management processes and benefits • political, social and cultural considerations
Policies and procedures may include:	• arrangements specified in legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding • local planning regulations, development controls and environmental plans
Stakeholders may include:	• staff • client groups • decision makers • members of the public • community groups • industry groups • public and private sector organisations • non-government organisations • elected officials
Performance criteria for assessing the effectiveness of treatment implementation may include:	• continuous monitoring of the maintenance of equity • continued involvement of stakeholders • cost effectiveness of treatment • evaluation of effectiveness in terms of actual risk reduction • the evaluation of the need for the redefinition of policy • a feedback mechanism • consideration of change that takes place over time

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Unit Sector(s)

Not applicable.

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PUAEMR026 Treat operational risk

Modification History

PUAEMR026 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to identify, plan and implement treatment options in order to reduce risk.

Application of the Unit

This unit applies to people working in a relatively simple and routine workplace in which they use the organisation's policy and procedures. They would normally have local supervisory/management responsibility and will apply known solutions to a variety of predictable problems.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Make risk decision	1.1 Calculated level of risk is compared to the established ***risk criteria*** and determined to be acceptable or unacceptable in consultation with the supervisor. 1.2 Risk that is determined as unacceptable is documented and noted for treatment.
2. Identify and select treatment options	2.1 ***Treatment options*** of known risks are identified and confirmed as contained in ***organisational standards and guidelines*** or supervisor's guidance. 2.2 Treatment options under consideration are evaluated for ***effectiveness*** within the given context. 2.3 Selected treatment options are documented and communicated in accordance with organisational policies and procedures.
3. Implement treatment options	3.1 ***Treatment plans*** incorporating selected options are implemented in accordance with organisational policies and procedures. 3.2 Treatment plans are communicated in the workplace in accordance with organisational policies and procedures.
4. Monitor and review risk and the process	4.1 Effectiveness and efficiency of the treatment plan is ***monitored***, reviewed and recorded in accordance with organisational policies and procedures to ensure compliance and validity. 4.2 Residual risk is calculated and communicated to supervisors so that a decision can be made whether to accept this risk or to re-establish the risk management process. 4.3 Treatments are adjusted and communicated following the review process.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating effectively with personnel at all levels of organisation and risk management specialists
- preparing more detailed reports for a range of target groups including OHS or risk

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committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically treat risks and, where appropriate, access resources
- manage simple project implementation
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on risk
- undertaking basic research to access relevant information and data
- paying attention to detail when making observations and recording outcomes

Required Knowledge

- organisational policies, procedures and guidelines relevant to risk
- risk management terminology and language in accordance with relevant standards (risk, hazard, risk assessment, risk management and risk treatment)
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk
- treatment options for risks relevant in the workplace
- team work principles and strategies
- basic project management strategies
- techniques for giving and receiving feedback in a constructive manner
- concept of common law duty of care
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- techniques/methods used to identify or analyse information
- verbal and non-verbal communication techniques including language style, active listening

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholders' involvement throughout the treatment process and that an informed analysis and selection of treatment options has been undertaken using the methodology and procedures approved by the organisation. **Consistency in performance**

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Competency should be demonstrated by gathering evidence over a range of workplace scenarios, using a variety of tools and methodology and should include the assessment of a variety of risks that may adversely impact on the organisation.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or under conditions that closely simulate the workplace.

Specific resources for assessment

Access to:

- organisational documentation
- relevant organisational standards
- appropriate tools and methods used within the organisation
- simulated or real-world workplace

Guidance information for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying the principles of treating operational risk, including coping with difficulties, irregularities and breakdowns in routine
- application of the principles of treating operational risk in a range of 3 or more contexts or occasions, over time

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and should include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Risk criteria may include:

- the nature and types of causes and consequences that can occur and how they will be measured
- how likelihood will be defined
- the timeframe(s) of the likelihood and/or consequence(s)
- how the level of risk is to be determined
- the views of stakeholders
- the level at which risk becomes acceptable or tolerable
- whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered

Treatment options may include:

- avoidance of the risk
- removing a risk source
- changing the likelihood of
- an initiating event or source of risk occurring
- a hazard impacting on elements at risk
- changing the consequences of an identified hazard impact
- sharing the risk
- retaining the risk based on an informed decision

Organisational standards and guidelines may include:

- AS/NZS ISO 31000:2009 Risk management—Principles and guidelines
- regulatory or legislative requirements
- environmental protection and sustainability regulations
- industry standards and codes of practice
- organisational charter/business plan
- organisational OHS, risk management or resilience policies or operating procedures

Effectiveness may include:

- benefits to the individual
- benefits to the organisation
- cost benefits resulting from the implementation of the treatment
- cost of implementing the treatment option

Treatment plans may include:

- budgeting
- expected outcome of treatments
- performance measures

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	• responsibilities • review process to be set in place • schedules
Monitored may include:	• critical observation • identification of changes over time • regular checking • regular recording

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAEMR027 Assess operational risk

Modification History

PUAEMR027 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to identify and assess risk in an operational environment.

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

Application of the Unit

This competency applies to workers at a relatively simple and routine level, in which they use established organisational policy and procedures. Workers would normally have local supervisory or management responsibility and apply known solutions to a variety of predicable problems.

The unit covers the first four steps of the risk management process and provides the skills and knowledge required to conduct a risk assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the risk context	1.1 Objectives and scope are identified using organisational risk management standards and guidelines.
	1.2 ***Risk criteria*** are identified and confirmed as contained in organisational policies, procedures or supervisor guidance.
	1.3 ***Structure for the planning*** required to conduct a risk assessment is determined.
	1.4 ***Stakeholder*** aims and objectives are identified and recorded in accordance with workplace procedures and guidelines.
2. Identify risk	2.1 All possible sources of risk which may affect the situation or objectives are identified and recorded in consultation with stakeholders.
	2.2 Risks are identified using a ***specified methodology or tool*** in accordance with workplace procedures and guidelines.
	2.3 Risk statements describing consequences are generated.
3. Analyse risk	3.1 Risks are analysed by estimating the likelihood of particular consequences occurring.
	3.2 Levels of risk are determined, documented and communicated in accordance with organisational policies and procedures.
4. Evaluate risk	4.1 Levels of risk are prioritised for treatment.
	4.2 Calculated level of risk is compared to the established risk evaluation criteria, and communicated to supervisors.
	4.3 Risks are monitored and reviewed until appropriate treatment measures have been implemented.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

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Required Skills

- communicating effectively with risk management specialists and people at all organisational levels
- preparing more detailed reports for a range of target groups including OHS or risk committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically assess risks and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (e.g. % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on risk
- undertaking basic research to access relevant information and data
- paying attention to detail when making observations and recording outcomes.

Required Knowledge

- organisational policies, procedures and guidelines relevant to risk
- risk management terminology and language in accordance with relevant standards
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk
- team work principles and strategies
- techniques for giving and receiving feedback in a constructive manner
- concept of common law duty of care as applies in emergency risk management context
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- techniques/methods used to identify or analyse information
- verbal and non-verbal communication techniques including language style, active listening

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholder's involvement throughout the process and that an informed analysis of the risks has been undertaken using tools and methodology approved by the organisation.

Consistency in performance

Competency should be demonstrated by gathering evidence over a range of workplace scenarios, using a variety of tools and methodology and should include the assessment of a variety of risks that may adversely impact on the organisation.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or under conditions that closely simulate the workplace

Specific resources for assessment

Access to:

- organisational documentation
- relevant organisational standards
- appropriate tools and methods used within the organisation
- simulated or real-world workplaces

Guidance information for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying the principles of operational risk assessment, including coping with difficulties, irregularities and breakdowns in routine
- application of the principles of operational risk assessment in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects

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- simulation or role plays
- case studies and scenarios
- observation
- portfolios

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisational risk management standards and guidelines may include:	• Standard AS/NZS/ISO 31000:2009 Risk Management—Principles and Guidelines • regulatory or legislative requirements e.g. ohs act • environmental protection and sustainability regulations • industry standards and codes of practice • organisational charter/business plan • organisational ohs, risk management or resilience policies or operating procedures
Risk criteria may include:	• the nature and types of causes and consequences that can occur and how they will be measured • how likelihood will be defined • the timeframe(s) of the likelihood and/or consequence(s) • how the level of risk is to be determined • the views of stakeholders • the level at which risk becomes acceptable or tolerable • whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered
Structure for the planning may include:	• documentation required • analysis tools which are required to conduct the assessment • approach taken to conduct the assessment • depth of assessment
Specified methodology or tools may include:	• a risk matrix • analysis of risk registers • brainstorming • business continuity planning • examining any available data e.g. audit

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results/incident reports
- expert judgement
- focus groups
- nomogram
- scenario analysis

Unit Sector(s)

Not applicable.

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PUAEMR028 Develop emergency management plans

Modification History

PUAEMR028 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to develop new or revised emergency management plans within an organisation. Such plans may focus on one or more aspects of emergency management, i.e. prevention, preparedness, response and/or recovery.

Application of the Unit

This unit applies to people responsible for developing emergency management plans within a single organisation, or in contexts where the planning process primarily involves only one organisation. More complex planning is required in multi-agency and community based contexts.

Emergency management plans are developed within or by local government, emergency service or government agencies and departments, event organisers, utilities, critical infrastructure or high occupancy buildings, and service providers.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the planning context and framework	1.1 Authority to plan is confirmed by reference to legislation, direction, organisational or other managerial agreement. 1.2 Planning environment is clarified by analysing ***drivers*** and risk assessment. 1.3 ***Legislative, regulatory and organisational requirements***, ***policy, procedures***, existing arrangements and plans that may impact on the planning framework are identified and analysed. 1.4 Key ***stakeholders***, their potential interests, sensitivities, roles and responsibilities are identified. 1.5 Planning purpose, aims, objectives and governance framework are developed and refined with stakeholders.
2. Develop agreed planning processes and methodology	2.1 A feasible project scope is developed, considering ***practical constraints***. 2.2 Processes for negotiating outcomes, making decisions, reporting, and monitoring progress and quality are agreed. 2.3 A consultation and communication plan is developed and implemented. 2.4 Sources of expertise are identified to contribute specialised information and analysis as required. 2.5 Plan structure is agreed in consultation with stakeholders. 2.6 A project plan is prepared and approved in consultation with stakeholders.
3. Undertake risk research and analysis	3.1 Project scope is reviewed in response to new information or changes in resources and planning environment. 3.2 Appropriate ***research tools*** are applied. 3.3 A comprehensive body of ***emergency risk information*** is built and/or updated using credible sources. 3.4 Effectiveness of current emergency risk management

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	strategies is assessed.
	3.5 Organisational vulnerability is determined by analysing susceptibility and resilience to risk.
	3.6 The plan's role as an appropriate risk treatment is confirmed.
4. Develop/refine planning parameters	4.1 Emergency management arrangements are reviewed or developed to identify potential gaps or duplication in roles and responsibilities.
	4.2 Emergency management strategies and responsibilities are identified and confirmed in consultation with stakeholders.
	4.3 Broad categories and types of resources and services that are likely to be required, including potential critical shortfalls, are identified.
	4.4 Financial and contractual arrangements for accessing or acquiring resources and services are developed.
	4.5 Arrangements for the command, control and coordination of any emergency response or recovery operation are confirmed.
	4.6 Contingencies to address potential problems are developed with relevant organisations and service providers.
	4.7 Organisational implications of new or revised plans are assessed.
5. Document the emergency plan	5.1 Plan is iteratively developed in consultation with stakeholders.
	5.2 Plan is prepared in a format prescribed by organisational standards and consistent with broader jurisdictional emergency management arrangements.
	5.3 Language used is clear, concise and appropriate for the audience.
	5.4 Planning records, supporting documentation and contact information are maintained to organisational standards.
6. Validate and implement planning outcomes	6.1 Compatibility, links and interactions between the plan and other organisational documentation is tested.
	6.2 Support for the plan is established by promoting its specific benefits to stakeholders.
7. Monitor and review the planning process and outcomes	7.1 A maintenance, audit and exercise schedule is implemented in accordance with organisational, policy or procedures.
	7.2 Deficiencies identified during audit, activation or exercising of the plan are analysed and reported to

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the relevant party.

7.3 Plan amendments are negotiated, documented and authorised in accordance with organisational procedures.

7.4 Opportunities for improving emergency planning processes are reported.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- consider wide range of alternatives before making logical decisions
- define and solve problems
- demonstrate attention to detail
- demonstrate effective interpersonal interactions
- encourage the participation of other committee members
- gain cooperation of stakeholders
- listen actively
- locate and interpret risk information
- manage simple projects
- negotiate collective outcomes
- provide credible, reliable and timely information and well reasoned advice and opinions
- recognise the relevance and significance of information for the planning process
- resolve conflicts constructively with a minimum of fuss
- summarise and explain key information clearly
- think creatively (‘big picture’, ‘outside the box’)
- value diversity of views and perceptions of risks
- work cooperatively
- work within organisational boundaries and cultures
- write clearly, concisely using accurate terminology

Required Knowledge

- Fundamentals of risk management included in Australian Standard AS/NZS ISO 3100:2009 *Risk management—Principles and guidelines*
- Fundamentals of emergency management planning included in Australian Emergency Management Manual 43 *Emergency Planning*
- decision making techniques
- emergency risk management terminology, concepts and principles

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- group dynamics, strategies for team building and resolving conflict
- meeting procedures
- relevant legislative and regulatory requirements
- research tools and risk analysis techniques, emergency risk management tools

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- explain the planning process and promote its benefits to a wide range of audiences
- develop an appropriate and sustainable emergency planning process in cooperation with stakeholders
- work with stakeholders to develop plans that are accepted, readily understandable by users and able to be implemented effectively
- evaluate planning process and outcomes with stakeholders

Consistency in performance

Competency should be demonstrated in at least two different contexts throughout the life of an emergency planning project, or during components of a number of projects, one of which may be simulated.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed making significant contributions to an emergency planning process either as an individual or as a stakeholder, in the workplace or in a simulated workplace environment

Specific resources for assessment

For the demonstration of competence in this unit it will be necessary to participate in a real-world emergency planning project.

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency planning context. Assessors should use formative assessment

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strategies in a simulated environment to contextualise underpinning knowledge.

Summative assessment requires application of the unit in a real-world project, often in an action-learning context.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Drivers may include:	• changes in community characteristics • changes in legislation, policies and disaster/emergency management plans • changes in insurance policies and premiums • new sources of risk or changed perception of risk • planning deficiencies • recent emergency incident reports/debriefs, safety issues • recent judicial decisions • changes in strategic and corporate plans
Legislative, regulatory and organisational requirements may include:	• arrangements specified in legislation • organisational or jurisdictional emergency risk management policies or procedures • existing disaster plans, agreements or memoranda of understanding • local planning regulations, development controls and environmental plans
Stakeholders may include:	• staff • client groups • decision makers • emergency service organisations
Practical constraints may include:	• arrangements, roles and responsibilities set down in existing emergency management plans • availability of technical expertise, technology, equipment • budgets, time, availability and capability of people • land use planning, building codes and other regulations • legislation covering emergency management, environmental management, safety standards, local

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	government regulations • limited organisational knowledge of emergency risk management processes and benefits
Research tools may include:	• affinity analysis • brainstorming, visioning • cause and effect analysis, force field analysis • emergency risk management tools • SWOT analysis • bow-tie analysis • cost:benefit analysis
Emergency risk information may include:	• characteristics of natural and built environments • demographics (population distribution, social, cultural, health status and education data) • details of key infrastructure and emergency/support services • economic activity reports (employment, products, services, revenue) • government reports e.g. environmental impacts • business continuity data • emergency risk assessment studies

Unit Sector(s)

Not applicable.

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PUAEMR029 Plan and implement a treatment measure

Modification History

PUAEMR029 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to plan and implement a treatment measure that is within the scope and capability of a single agency, organisation, or service provider.

Application of the Unit

This unit applies to people responsible for implementing part of a risk treatment plan that is within the responsibility of their organisation.

This unit is applied following an emergency risk assessment with a community or part of a community. Such assessments are conducted at local, regional or state level by local governments, emergency management committees, public safety agencies, major event managers or other organisations that need to understand emergency risk to a community. The output of these assessments includes a risk treatment plan that allocates agreed responsibilities for implementing recommended treatment options.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop treatment plan	1.1 Risk(s) to be treated and current relevance of treatment option(s) confirmed. 1.2 Key ***stakeholders*** are identified along with their potential interests, sensitivities, roles and responsibilities 1.3 Performance criteria for assessing the effectiveness of treatment implementation are established in consultation with stakeholders. 1.4 Treatment actions, resources required, milestones, budget, reporting procedures and roles and responsibilities of project team members are identified. 1.5 Implementation issues are identified and contingencies developed where necessary. 1.6 An agreed treatment plan is documented and submitted for approval in accordance with organisational policies and procedures.
2. Implement and monitor treatment plan	2.1 Team roles and responsibilities are allocated and communication and reporting procedures are confirmed. 2.2 Consultation and communication strategies, treatment activities and adequacy of resources are monitored and reported. 2.3 Variations to the treatment plan are agreed with supervisor/manager and documented. 2.4 Accurate ***records*** of meetings and communications with stakeholders and project team members are maintained 2.5 Treatment activities are completed efficiently.
3. Review the process and treatment implementation	3.1 Effectiveness of treatment implementation is assessed using agreed performance criteria and stakeholder input. 3.2 Planning processes are reviewed to identify opportunities for improvements.

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3.3 All project reporting requirements are completed.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse effectiveness of treatment implementation
- analyse positions of stakeholders, priorities of agencies and individuals
- define and solve problems
- demonstrate effective interpersonal interactions
- interpret and follow applicable organisational policy and procedures
- listen actively
- locate and interpret community information
- manage projects
- maximise the participation of team members and input of stakeholders
- monitor and enhance team work
- resolve conflicts between participants constructively
- summarise and explain key information clearly
- value diversity of views and perceptions of risks

Required Knowledge

- culture, diversity and history of communities, environments and associated concerns, issues and sensitivities, perception of risks
- culture, structure and responsibility for treatments of key response/recovery agencies and organisations
- decision-making techniques
- jurisdictional, organisational and operational responsibilities for implementing risk treatment options
- legislative and regulatory requirements relevant to implementing risk treatments
- meeting procedures
- organisational requirements for the submission and approval of treatment plans and reporting of treatment outcomes
- project management techniques
- planning process and the kinds of outcomes and benefits for communities
- team work principles and strategies
- tools for assessing treatment options

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- evaluate the treatment measure
- develop an effective implementation plan in cooperation with the stakeholders and gain organisational approval for it
- identify implementation issues and develop/document contingencies
- work with stakeholders to monitor treatment implementation
- maintain momentum and achieve the project outcomes within available resources
- establish, conduct and finalise a treatment project that has broad stakeholder and organisational support and produces effective treatment outcomes

Consistency in performance

Competency should be demonstrated in at least two different contexts throughout the life of a treatment project, or during components of a number of projects, one of which may be simulated.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed planning and implementing an agreed treatment measure in the workplace or in a simulated workplace environment.

Specific resources for assessment

For the demonstration of competence in this unit it will be necessary to participate in a real-world project.

Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects in real or simulated environments.

Guidance information for assessment

This unit contains many transferable skills, such as communication, consultation, research and analysis skills that can be applied in the emergency risk management context.

Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-world project, often in an action-learning context.

This unit may be assessed with other units that address

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project management or other parts of the emergency risk management process.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include:

- staff
- client groups
- decision makers
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Performance criteria for assessing the effectiveness of treatment implementation may include:

- benefits of outcomes compared with costs of treatments
- benefits to individuals, enterprises, communities, the environment, governments and their agencies
- improved resilience of community/organisation through improved systems
- reduction of vulnerability

Records may include:

- lists of potential costs, invoice and payment records
- log books, diaries, schedules, charts
- minutes of meetings
- project/organisational files and records
- reports to stakeholders and management
- risk management plans

Unit Sector(s)

Not applicable.

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PUAEMR030 Manage and evaluate emergency management exercises

Modification History

PUAEMR030 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to manage and evaluate activities which exercise elements of emergency management arrangements.

Application of the Unit

This unit applies to people who are responsible for implementing and evaluating pre-designed emergency management exercises. Emergency management exercises may be used in any context where there is a requirement to plan for, or manage an emergency. The exercise scale can range from a small activity in a volunteer emergency response unit to a major evacuation exercise for an industrial plant. The skills in this unit can be applied to any context in which an emergency management exercise is appropriate.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to manage the exercise	1.1 Exercise ***documentation*** reviewed to confirm governance and ***stakeholder*** requirements. 1.2 Exercise aim**,** objectives, activities and evaluation plan are confirmed. 1.3 Relevant permissions, authorities, clearances and approvals are identified and confirmed. 1.4 ***Logistic requirements*** are identified and organised. 1.5 Communication plan is designed and implemented in consultation with stakeholders.
2. Manage exercise activities	2.1 Exercise management team is formed where required. 2.2 Communication and consultation is established with ***activity personnel*** and maintained throughout the conduct of the exercise. 2.3 Exercise site preparation and familiarisation are ensured in accordance with the exercise plan. 2.4 Briefings are prepared and delivered to stakeholders reflecting exercise objectives and activities. 2.5 Confirmation and management of logistic requirements required to conduct exercise activities is ensured. 2.6 The exercise plan is used to initiate and facilitate the conduct and direction of the exercise. 2.7 Risk is managed throughout the exercise.
3. Evaluate outcomes against exercise objectives	3.1 Post-exercise debriefings are conducted and feedback is gathered. 3.2 Exercise feedback is collated, recorded, analysed and issues identified. 3.3 An ***exercise report,*** including recommendations, is prepared to organisational standards and distributed to stakeholders.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- manage small-group activities
- build effective networks and relationships
- work effectively in a group setting
- consult with stakeholders
- manage and direct activity personnel
- plan and deliver briefings and debriefings
- manage the pace and intensity of the exercise
- manage risk and safety
- gather and analyse feedback

Required Knowledge

- exercise management concepts and principles
- educational principles underpinning the design of objectives and linking those to activities
- legislative, regulatory and insurance arrangements relevant to using resources, such as land, buildings, equipment, staff and volunteers
- relevant organisational policies and procedures (such as legislation relevant to the operation/ incident/response; legislation relevant to the organisation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation’s approach to environmental management and sustainability)
- problem solving and decision making techniques
- project management principles
- project management principles
- risk and safety management principles
- budgeting and logistic management principles

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- ensure all permissions, authorities, clearances and approvals are obtained,

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- ensure all resources are available for the exercise, and
- the pace of the exercise proceeds appropriately to achieve the objectives

Consistency in performance

Candidates should be expected to present evidence of managing two different types of exercise, including at least one exercise that requires multi-agency or organisation input.

Context of and specific resources for assessment

Context of assessment

This competency cannot be assessed in a simulated environment.

Specific resources for assessment

- Access is required to real-life exercises, including supporting resources.

Method of assessment

This unit contains transferable skills, such as communication, consultation, and logistic management skills that can be applied to managing an emergency management exercise. Assessors may use formative assessment strategies in a simulated environment to contextualise underpinning knowledge.

Summative assessment requires application of the unit to manage exercises in the workplace. Evidence of performance can be gathered by:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Documentation may include:

- activity inputs (general and special ideas)
- activity notification
- activity management checklists
- assessor documentation

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- evaluation checklist
- evidence collection templates
- exercise injects
- general instruction
- incident action plans
- permissions and approvals risk assessments
- risk action plans
- safety instructions
- specific inputs
- timetable/schedule of events
- umpire documentation

Stakeholder may include:

- staff
- client groups
- decision makers
- members of the public
- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Logistic requirements may include:

- catering
- equipment
- facilities
- finance and accounting procedures
- transport
- accommodation
- guest or specialist speaker(s) or presenters
- first aid and medical supplies and personnel
- exercise management personnel
- role players
- participants

Activity personnel may include:

- exercise management staff
- exercise evaluation staff
- casualty simulation staff
- role players
- public information staff
- participants' management

Exercise report may include:

- executive summary
- acknowledgements
- exercise aim and objectives
- introduction

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- exercise scenario
- sequence of events
- exercise critique (relating observations and feedback to the objectives)
- summary
- recommendations
- attachments (exercise management team, participating organisations and volunteers, referee reports, debrief notes)

Unit Sector(s)

Not applicable.

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PUAEMR031 Design emergency management exercises

Modification History

PUAEMR031 Release 1: Primary release.

Unit Descriptor

This unit describes the outcomes required to design, develop or modify activities that exercise elements of emergency management arrangements.

Emergency management exercises are used to test emergency plans, practise responding to an emergency, develop and/or practise emergency management skills, build motivation for emergency management personnel, and/or measure an organisation's ability to manage an emergency.

Application of the Unit

This unit applies to workers with the responsibility for designing emergency management exercises. It does not cover the skills and knowledge for implementing those designs.

Emergency management exercises can be used in any context where there is a requirement to plan for, or manage an emergency. The exercise scale can range from a small activity in a volunteer emergency response unit to a major evacuation exercise for an industrial plant. The design skills in this unit can be applied to any context in which an emergency management exercise is appropriate.

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine exercise purpose	1.1 Exercise ***stakeholders*** are identified and engaged. 1.2 Exercise governance arrangements are confirmed. 1.3 Exercise aim is identified in consultation with stakeholders. 1.4 ***Exercise objectives*** that meet the identified aim are determined. 1.5 ***Exercise focus*** is determined, based on operational outcomes, results of training needs analysis, previous exercises and evaluation reports.
2. Design and plan exercise activities	2.1 Planning team is established where required. 2.2 Governance and planning meetings are held, agreements and decisions are made, and outcomes are communicated to stakeholders. 2.3 ***Components of the exercise program*** are identified, developed and documented in the exercise plan. 2.4 ***Exercise style*** and activities consistent with exercise objectives are selected in consultation with stakeholders. 2.5 ***Design planning processes*** are undertaken with stakeholders to meet exercise objectives and components. 2.6 Exercise documentation is prepared.
3. Assess exercise risks	3.1 Risk and safety considerations are included in planning process. 3.2 Activities which mitigate/reduce risks associated with conducting exercise activities are designed and included. 3.3 Exercise risk and safety management plan is prepared.
4. Plan resource allocation	4.1 ***Resources*** to support the exercise are identified and secured. 4.2 Exercise host is identified and commitment to

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achieving exercise objectives is secured.

4.3 Appropriate authorisation(s) to use resources are obtained and documented.

4.4 Availability and timeframes for use of resources is agreed by appropriate authorities.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- manage small-group workshops and activities
- build effective networks and relationships
- work effectively in a group setting
- liaise and communicate with other agencies
- plan and deliver briefings and debriefings
- prepare exercise documentation
- interpret organisational needs to develop measurable, achievable objectives
- research skills to build scenarios and exercise inputs

Required Knowledge

- exercise management concepts and principles
- educational principles underpinning the design of objectives and linking those to activities
- incident management principles
- legislative and regulatory arrangements relevant to using resources, such as land, buildings, equipment and volunteers
- problem solving and decision making techniques
- project management principles
- risk and safety management principles
- budgeting and logistic management principles
- jurisdictional emergency management arrangements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for Assessment must confirm the ability to:

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assessment and evidence required to demonstrate competency in this unit

- bring together an effective exercise design and planning team
- facilitate the construction of realistic, meaningful and safe activities that address the exercise aim and objectives

Consistency in performance

Candidates should be expected to present evidence from at least two different contexts or exercise styles, including at least one exercise that requires multi-agency or organisation input and of which one may be simulated

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job or in a simulated workplace environment.

Specific resources for assessment

Access is required to a real-life exercise design project.

Method of assessment

Assessors should use formative assessment strategies in a simulated environment to contextualise underpinning knowledge. Summative assessment requires application of the unit in a real-life project, often in an action-learning context.

Assessment may occur in a work environment or in a simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include:

- staff
- client groups
- decision makers
- members of the public

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- community groups
- industry groups
- public and private sector organisations
- non-government organisations
- elected officials

Exercise objectives may include:

- assessing and/or demonstrating the capability of individuals, teams, systems and/or arrangements
- assessing or auditing system(s) performance
- developing new skills
- evaluating emergency management plans
- evaluating individuals/teams/facilities/systems
- evaluating risk treatment strategies
- exploring issues
- improving team cohesion
- meeting legislative or regulatory requirements
- practising skills, systems or procedures
- promoting awareness
- sharing information
- validating training objectives or learning outcomes

Exercise focus may include:

- improving systems, plans or arrangements
- developing/training participants
- sharing information
- testing or auditing systems, plans, arrangements, facilities, and/or individual or team competencies

Components of the exercise program may include:

- exercise name
- authorities, permissions and governance
- scope or purpose statement
- aim and objectives
- activity plan
- detailed schedule of activities
- location (s)
- risk and safety management plan
- budget and logistics plan
- evaluation/assessment plan
- evidence collection tools/templates
- debrief plan

Exercise style may include:

- case study
- discussion/desktop exercises
- hypothetical exercise/scenario analysis
- distributed interactive exercise
- field exercise
- functional centre exercises

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	• role play
Design planning processes may include:	• Determining assessment and performance criteria • planning briefings and debriefings • developing contingency plans • scenario and activity design • developing background information and exercise inputs • determination of activity management structure • developing documentation • issuing notification s to affected stakeholders • identifying and managing risks • identifying and securing resources • meetings • developing and reviewing key performance indicators • scoping of agencies participating and the level at which they are participating • seasonal weather considerations • agreeing on duration of exercise activities
Exercise documentation may include:	• Activity inputs (general and special ideas) • activity notification • activity management checklists • assessor documentation • evaluation checklist • evidence collection templates • exercise injects • general instruction • incident action plans • meeting details • permissions and approvals • risk assessments • risk action plans • safety instructions • specific inputs • timetable/schedule of events • umpire documentation
Resources may include:	• agency guidelines/instructions • catering • equipment • exercise staff • facilities • finance

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- first aid personnel
- guest/specialist speaker
- medical supplies and personnel
- personnel
- presenter
- responders or victims with experience of an emergency
- response guide
- safety advisor
- transport
- volunteers
- welfare support

Unit Sector(s)

Not applicable.

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PUAEQU001B Prepare, maintain and test response equipment

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application and Evidence Guide revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to inspect, maintain and test a range of equipment according to organisation's procedures.

Application of the Unit

This unit applies to workers who have either a primary role in the maintenance of equipment or are required to test and maintain equipment as part of an operational role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR201B Prevent injury (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Inspect response equipment	1.1 Equipment is ***inspected*** in accordance with ***organisation's procedures.***
	1.2 Missing parts are identified and reported according to organisation's procedures.
	1.3 Faulty or damaged equipment is reported and recorded in accordance with organisation's procedures.
2. Test response equipment	2.1 Equipment is tested according to approved procedures and is fit for purpose according to ***organisation's standards.***
	2.2 Test results are ***recorded*** according to regulatory and organisation's requirements.
	2.3 Defective equipment and sub-standard performance is reported and recorded according to organisation's procedures.
3. Clean, maintain and restow equipment	3.1 Equipment is cleaned, maintained, assembled and stowed according to organisation's procedures.
	3.2 Equipment records are updated according to organisation's procedures.
	3.3 Equipment is recovered, restowed and made ready for future use.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- comply with material safety data sheets
- inspect equipment according to organisation's procedures
- safely use cleaning agents and chemicals
- service and clean equipment according to organisation's procedures
- test equipment according to organisation's procedures

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Required Knowledge

- identification of equipment
- occupational health and safety policy relevant to the maintenance, servicing and testing of equipment
- organisation's policies and procedures concerning the use, testing, cleaning and servicing of response equipment
- relevant parts of environmental legislation relating to waste water run off/pollution
- safe working practices when maintaining, servicing and testing equipment

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence can be demonstrated in organisational procedures for inspection testing, cleaning and servicing of response equipment. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency must be assessed in the context of applying organisation's procedures to equipment used in the workplace. **Specific resources for assessment** Access to relevant equipment is required.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisational procedures may include:	• regulatory requirements • equipment manufacturer’s specifications and procedures • Australian Standards • industry practices • occupational health and safety requirements

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	• maintenance schedules
Organisational procedures may be specified in:	• operational directives • organisation's procedures • manufacturer's manuals • operations manuals • quality system documentation • induction documentation • workplace notices • operator's manual
Reporting/recording procedures may include:	• Verbal • record sheets or books • computer data bases • card systems • microfiche systems • maintenance schedules
Organisation's standards may include:	• Australian Standards • state/territory or federal standards • industry standards • manufacturer's procedures • international standards
Response equipment may include:	• ropes • hand tools • hoses • branches and nozzles • ladders • pumps • rescue tools • salvage tools • protective clothing and equipment • breathing apparatus • forcible entry tools • portable fire extinguishers • drip torches • maps • powered equipment • organisational specialist equipment • chainsaws • communications equipment • knapsacks • lighting equipment • first aid equipment

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	• pumps • equipment required to undertake specific function such as compressor, generator, hydraulic pump • audible warning systems such as sirens, horns • visual warning systems such as lights • light crystal display signs • Global Positioning Systems • vehicle tracking systems • navigational systems
Inspection may include:	• visual, auditory and tactile inspection to identify possible operational failure of motorised equipment or seizure or physical failure of equipment
Maintenance may include:	• lubrication checks • pressure checks • fuel and water checks • flow rate checks • sharpening • cleaning • flushing
Faulty/damaged equipment may include:	• inoperative • not fit for purpose • operates ineffectively • defects • anomalies • not clean • physical damage

Unit Sector(s)

Not applicable.

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PUAESU001B Plan an electronic surveillance operation

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAESU002B Execute an electronic surveillance operation

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAESU003B Set up monitoring equipment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAESU005B Prepare and present evidence

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUALAW001B Protect and preserve incident scene

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application reviewed.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required, on arrival at the scene of an accident or incident, to conduct initial assessment, take action to maintain public safety and preserve the scene, and note and record details and information.

The unit is particularly applicable in cases where organisation personnel are the first to arrive at the scene of an accident or incident.

Application of the Unit

This unit applies to all public safety workers at an incident who need to understand the importance of maintaining the legal integrity of the scene. It is not a specialist Crime Scene Investigation unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Secure and preserve scene	1.1 Initial ***assessment*** is participated in to identify ***factors which will impact*** on public safety and scene preservation. 1.2 ***Incident/accident scene*** is effectively secured to ***preserve the scene*** and maintain public safety in line with legislative requirements.
2. Record and report details of incident scene	2.1 ***Details of the scene*** are noted, ***recorded and reported*** according to organisation's policies and procedures. 2.2 ***Witness details*** and information volunteered are recorded in accordance with ***organisational and legislative requirements.*** 2.3 Information is communicated to ***relevant personnel*** in line with organisation's procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- listening
- note taking
- observation
- questioning
- reporting

Required Knowledge

- legislative and organisation requirements relating to scene preservation

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- methods of securing scene
- organisation requirements for taking witness details and information
- regulatory requirements for taking witness details and information
- techniques for estimating distance
- techniques for removing public from scene
- types of information which may assist in investigations

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Demonstrated ability to effectively secure scene and record and report details in accordance with the organisation's policies and procedures. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Performance at an incident, exercise or simulation is required to demonstrate competence in this unit. Written or verbal questions may be used as supporting evidence. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Incident scene may include:

- urban fire
- wild fire
- vehicle fire
- crime scene
- search for missing persons or evidence
- vehicle accident
- natural disaster
- industrial/mining accident
- incident involving death or injury to person or

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	damage to property • urban scene • rural scene • indoor scene • outdoor scene • animal incident • marine • aircraft • train • explosions • hazardous materials
Assessment of scene may be conducted:	• at scene • en route to and from scene
Factors impacting may include:	• public safety risk factors including factors that could impact on the safety of investigators • response team • the security/preservation of the actual site • the security and preservation of situational evidence • traffic • tactical factors affecting the quality of the investigation including environmental circumstances • chronology of events • access to scene • number of persons at scene • availability of support services • boundaries
Persons at scene may include:	• incident scene specialists • forensic experts • potential witnesses • victims • other bystanders • personnel from other organisations • media • coroners • pathologists • medical practitioners • undertakers • forensic accountants • information technology consultants • legal officers • owners and/or occupiers

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Security of scene may be affected by:	• topography • climatic conditions • human interference • animal interference • preservation of life/property • structural integrity • availability of personnel
Securing scene may include:	• removing non-emergency personnel from scene • isolating scene • erecting barriers
Details of scene may include:	• date • time • location • damage • persons present • property involved • possible causes • items of evidence • injuries • status of utilities services such as broken water pipes • animal species present • flora • fauna • size and construction of building • occupancy • insurance details
Witness details may include:	• name • contact details • other details in accordance with organisation's policies and procedures
Relevant personnel may include:	• supervisor • team leader • police • investigating officer • other organisation's personnel
Communication may include:	• verbal • completing standard forms • written
Recording and reporting may include:	• taking notes • completing standard forms • making sketches

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	• taking photographs • taping • electronic videoing
Preserving scene may include:	• preserving evidence and the area of origin
Organisational and legislative requirements may vary between sectors and organisations and may include:	• legislation relevant to the operation/incident/response • legislation relevant to the organisation • operational • corporate and strategic plans • operational procedures • operational performance standards • organisation's personnel practices and guidelines • organisation's quality standards

Unit Sector(s)

Not applicable.

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PUALAW002B Conduct initial investigation at incident scene

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to gather and collate information and obvious and accessible physical evidence from the scene of an incident and identifying potential witnesses.

Note: It does not cover the specialist skills required to interpret the evidence gathered, or the specialist skills required to gather specific evidence.

Application of the Unit

This unit applies to non-specialist workers who have been tasked with collection of information and evidence that is obvious at an incident. It does not apply to specialist relating to interpreting evidence gathered or gathering specific evidence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct initial assessment of scene	1.1 Scene is assessed with regard to occupational health and safety and all actions are undertaken in line with organisation's policies, procedures, guidelines and duty of care requirements. 1.2 Communication is established with the senior ***investigating officer*** and liaison is maintained throughout the investigation. 1.3 Circumstances surrounding the scene are ascertained from visual assessment and reports from other personnel. 1.4 Scene boundary is defined/redefined as required to preserve physical evidence for collection. 1.5 Obvious and accessible ***physical evidence*** is located and, where appropriate, protected from possible contamination.
2. Control integrity of scene	2.1 Appropriate ***arrangements for scene access and egress*** are established and maintained. 2.2 All non-essential persons are removed from the scene and relevant details are recorded accurately and legibly in accordance with organisation and regulatory procedures. 2.3 ***Additional resources*** are identified and accessed to secure incident scene. 2.4 The personal and health and safety needs of those involved in the incident are attended to.
3. Examine scene	3.1 An appropriate search pattern is instigated in accordance with instructions from senior investigating officer to ensure all evidence is located and preserved. 3.2 ***Details of the scene*** are recorded comprehensively

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ELEMENT	PERFORMANCE CRITERIA
	and accurately in line with organisation's operating procedures.
	3.3 Evidence is located, collected, packaged, labelled and stored to ensure preservation for further post-scene examination.
	3.4 An accurate log of all evidence is maintained.
	3.5 Scenes are correctly assessed for future investigative requirements and appropriate persons notified.
4. Identify potential witnesses and initial statements recorded	4.1 Bystanders are canvassed to identify potential witnesses.
	4.2 Details of potential witnesses are recorded.
	4.3 Appropriate recording practices are used that are in accordance with legislative and regulatory requirements and organisation's policies and procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accurate written recording and compilation of interviews and statements
- attention to detail
- implementing methodical and systematic approach
- listening to bystanders
- putting bystanders at ease
- questioning bystanders
- use of recording and specialised evidence collection equipment
- working with a variety of professionals

Required Knowledge

- anti discrimination public safety
- appropriate use of interpreting services
- collection and recording of various types of evidence ranging from large objects to minute traces
- details of scene
- equal employment opportunity
- features and use of a variety of specialised equipment to search
- functions and roles of other professionals and experts
- incident scene protection and preservation

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- indicators of emotional distress
- indicators of need for specialised investigations
- legislative requirements relating to occupational health and safety
- policies and procedures relating to occupational health and safety
- policies and procedures relating to recording details of persons
- public safety and duty of care at accident/incident scene
- recognition
- record and collect evidence
- shock
- taking and compiling statements
- taking of statements

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Correct application of legislative requirements and organisation policies and procedures in all situations. **Consistency in performance** Evidence will need to be gathered over time in a range of actual and/or simulated environment.
Context of and specific resources for assessment	**Context of assessment** A real life incident, exercise or simulation, or series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Initial investigation:	• those enquiries conducted by the first public safety official on scene
Incident scene may include:	• structural fire • wild fire

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	• vehicle fire • crime scene • vehicle accident • natural disaster • industrial/mining accidents and incidents • accident/incident involving death or injury to person or damage to property
Incident scene may be:	• indoor or outdoor • in a rural or urban environment
Incident scene may be affected by:	• prevailing weather and require additional resources to preserve and protect incident scene
Security of an incident scene may be affected by:	• topography • climatic conditions • human interference • animal interference • preservation of life/property
Public safety risk factors include:	• those factors at the incident scene that could impact on: the safety of investigators; the security/preservation of the actual site • the security and preservation of situational evidence
Investigating incident scenes may include:	• dangerous or distasteful conditions and may involve handling injured or deceased persons
Circumstances surrounding scene may include:	• sequence of events • possible causes • people involved • property involved • victims • suspects • witnesses • damage • injury • organisation personnel involved • other agencies involved • current status of investigation • action taken to date
Tactical factors may include:	• environmental circumstances • chronology of events • access to scene • number of persons at scene • availability of support services • boundaries

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Persons at incident scene may include:	• Incident scene specialists and forensic experts; witnesses • victims • other bystanders; police and emergency services; media; coroners • pathologists • medical practitioners • undertakers; forensic accountants • information technology consultants and legal officers
Activities at incident scenes may be recorded by:	• running sheets • exhibit logs • receipts and personnel movement • video photography
Physical evidence may include:	• shoe impressions • tyre prints • skid marks • fingerprints • containers • fibres • flammable and combustible liquids • tool marks • bloodstains • identifying numbers • bodily fluids • burn patterns
Methods of collection may include:	• vacuuming • tape lifts • shovelling • photographing • casing
Methods of packaging may include:	• metal containers • plastic bags • paper bags • glass vials
Additional resources may include:	• organisation personnel • other organisation personnel • expert personnel • audio visual services • emergency lighting • forensic personnel

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Relevant details from persons may include:	• name • contact details • other details in accordance with standard operating procedures
Liaison with investigating officer may include:	• professional and technical advice • identification of avenues of inquiry • significance of located evidence
Arrangements for scene access and egress:	• clear brief as to who has control of access • physical barriers may also be required • roster guards • limit entry to essential personnel • delegation of authority to control entry • record all persons who enter or depart the scene and reasons
Arrangements to protect integrity of evidence:	• roster scene guards • cover evidence • may require removal of evidence to ensure its protection
Details of scene:	• time • date • location • damage to property • injury to persons • personnel present • physical details of scene • evidence

Unit Sector(s)

Not applicable.

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PUALAW003B Give evidence in a judicial or quasi-judicial setting

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to prepare evidence, present evidence and follow up on the outcomes of proceedings.

Application of the Unit

This unit applies to workers who are called to present evidence as an expert witness in relation to specific incidents. This may include detailing incident events in relation to operational and organisational procedures. It does not apply to workers who have a specific and ongoing role in regards to the presentation of evidence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for proceedings	1.1 ***Arrangements, role and involvement*** in proceedings are confirmed. 1.2 ***Documentation and exhibits*** are prepared in accordance with legislative requirements and ***organisation's policies and procedures***.
2. Present evidence	2.1 ***Proceedings*** and ***protocols*** relevant to the jurisdiction involved are adhered to throughout the proceedings. 2.2 Rules of evidence relevant to the jurisdiction are adhered to. 2.3 Evidence is presented in a clear, concise and articulate manner. 2.4 Considered expert evidence is provided on request in accordance with organisation's policy and consistent with qualifications and expertise.
3. Follow up outcomes of proceedings	3.1 The outcomes of the proceedings are noted and filed, and reports completed where required according to organisation requirements. 3.2 Any required actions are implemented in accordance with organisation policies and procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- presenting evidence clearly and concisely
- taking notes

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- word-processing
- writing reports

Required Knowledge

- appeals systems
- exemptions and defences
- general principles of criminal liability
- legislative requirements of presenting evidence
- organisation policies and procedures relating to preparation of documents and evidence and providing expert opinion
- procedures and protocols in different judicial/quasi-judicial systems
- role of legal personnel in judicial/quasi-judicial systems
- types of evidence admissible in judicial/quasi-judicial systems
- types of offences
- use of notes in court/tribunal/commission

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	All documentation and evidence at hand. Accurate and articulate presentation of evidence. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated environment. Written or verbal tests may be used as supporting evidence. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Documentation and exhibits	• reports • photographs

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may include:	• items of evidence • media footage • reports of incidents • radio/telephone records • logs
Witnesses may include:	• those directly involved • bystanders and experts
Court protocols:	• voice clarity • language • impartiality • respect for people and offices held • standards of dress • forms of address
Organisation's policy and procedures may vary between sectors and organisations and may include:	• legislation relevant to the proceedings • legislation relevant to the organisation • operational performance standards • organisational personnel practices and guidelines • organisational quality standards
Proceeding may include:	• rules of court • judicial and quasi judicial tribunals
Arrangements, role and involvement may include:	• confirmation of time • date and location of proceedings • confirmation of evidence required to be presented

Unit Sector(s)

Not applicable.

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PUALAW004B Represent the organisation in a judicial or quasi-judicial setting

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to prepare evidence, statements and submissions, select and arrange witnesses and brief counsel.

Application of the Unit

This unit applies to workers with responsibility for managing organisational response for a judicial or quasi-judicial setting. It is not relevant to workers with a legal representation role, or workers who are presenting evidence in defence of organisational procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare evidence and other material for proceedings	1.1 Detailed evidence is collected and collated. 1.2 Witnesses are selected, correctly notified and their attendance arranged. 1.3 Witness statements are prepared in accordance with the requirements of the jurisdiction involved. 1.4 ***Proceedings*** and ***protocols*** are adhered to in preparing evidence in accordance with the jurisdiction involved. 1.5 Precedents relevant to the procedures are identified. 1.6 A ***legal brief*** is prepared where required that identifies all relevant facts, sections of appropriate legislation, precedents, and provides detailed evidence and advice. 1.7 Submission is prepared that supports the organisation's position and protects the organisation's interests.
2. Prepare personnel for proceedings	2.1 Briefings are held with counsel as required. 2.2 Personnel involved in the proceedings are briefed.
3. Negotiate with opposing parties where required	3.1 Any negotiation parameters are clearly identified prior to the court process. 3.2 Negotiations held in conference with the opposing parties are in accordance with agreed negotiation parameters of the organisation represented.
4. Monitor rulings	4.1 Outcomes of proceedings are reviewed to ensure knowledge of trends and precedents is current. 4.2 Changes to organisation's policy and procedures arising from rulings and decisions are formulated.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- briefing counsel and witnesses
- collating evidence
- preparing statements
- researching and identifying precedents
- writing reports

Required Knowledge

- burden of proof
- conduct and operation of hearings
- Coroners Act
- Criminal Code
- exemptions and defences
- Hearsay Rule
- how to prepare legal brief
- how to prepare submissions
- points of proof
- procedures and protocols in different judicial or quasi-judicial settings
- qualifications and experience required of expert witness
- range of crimes/offences that can be committed
- relevant sections of Evidence Act
- relevant sections of legislation
- roles of lay and expert witness
- rules of evidence in different judicial or quasi-judicial settings
- types of evidence
- use of notes

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Full and detailed evidence to hand.

Comprehensive and accurate legal brief.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

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Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Court protocols may include:	• standards of attire • forms of address
Court proceedings may include:	• rules of court • judicial and quasi judicial tribunals
Legal brief may include:	• All documentation relevant to the preparation for legal proceedings such as precedents • witness statements • records of evidence • investigator's reports • media footage • log books

Unit Sector(s)

Not applicable.

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PUALIO002B Provide local community, cultural and geographic information to other agencies and tourists

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers response by an Aboriginal or Torres Strait Islander officer to request for operational or other relevant information concerning local matters in a traditional or semi-traditional Aboriginal or Torres Strait Islander community.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to requests for relevant community information from other police officers or government workers	1.1 Request is acknowledged and satisfied or acknowledged with reason for lack of immediate response 1.2 Requests for ***information*** concerning "***secret business***" is declined as inappropriate for the uninitiated 1.3 Requests for information concerning appropriate behaviour by officers are answered directly or after consultation with community elders
2. Identify local people to other officers	2.1 Persons are identified by European and/or Aboriginal name 2.2 Persons are identified in terms of blood relationships 2.3 Where relevant, persons are identified in terms of Aboriginal skin name and/or kin relations 2.4 Where relevant, persons are identified in terms of dreaming or clan membership
3. Identify local places and access routes to tourists, workers from other government departments and other police officers	3.1 Local place names are explained, and places are pointed out or indicated visually on a map or diagram 3.2 Best access routes are explained or shown and likely dangers pointed out, taking into account weather and/or road conditions 3.3 ***Culturally significant*** places and significant places and applicable access/avoidance protocols and/or required permits detailed
4. Explain local *cultural structure* to other officers when operationally relevant	4.1 Local language groups/people are identified 4.2 Local skin groups and kin relations are explained 4.3 Local kinship terms and ***avoidance relations*** are explained

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- ability to function in two distinct cultural contexts

Required Knowledge

- local knowledge and/or knowledge or Aboriginal or Torres Strait Islander social structures
- this unit presupposes sufficient oral knowledge of English to communicate on ordinary matters and also to relay Aboriginal or Torres Strait Islander cultural information
- it also presupposes significant cross-cultural knowledge in relating European to non-European approaches to identification

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated as follows:

- Assessors must obtain evidence that the Aboriginal officer is willing and able to contribute operationally relevant local information as required
- It should be noted that the provision of information in reply to a non-Aboriginal person's questioner is a non-trivial performance for most Aboriginal people
- Assessors should be fully aware of an Aboriginal person's question/answer styles when determining the possession of the information. They should then determine whether the information would be available to members with a lesser degree of cross-cultural skills. The test at this level is that the information would be made available to a member with sufficient knowledge to formulate the correct type of question
- In relation to culturally sensitive issues it is required that the Aboriginal or Torres Strait Islander officer not volunteer inappropriate information - since that would undermine his or her support in the community - and be prepared to explain to a member of average cross-cultural sensitivity that the information may not be given

Consistency in performance

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	Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments **Specific resources for assessment** If an independent assessment needs to be made (see below) then several days would be required to establish relations with the officer assessed and make on-the-job observations

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Information:	• requests for information about the community may include:
	  • its geographic and demographic make-up
	  • its roadways, public thoroughfares, means of transport
	  • the incidence of social disorder or substance abuse
	  • community health or safety programs
	  • identification of community contacts supportive of the policing function
	  • local community leaders

"Secret business" may include:	• there may be information of a cultural, ritual or religious nature that either the Aboriginal officer is not privy to or is not culturally permitted to share
Identification includes:	• Aboriginal people identify themselves using a different system from non-Aboriginals • the most relevant identification will depend on the context
Culturally significant/sacred sites may include:	• certain locations may be culturally forbidden to persons of a particular sex or lineage. Others might be generally "out of bounds", including to police. In some cases entry may be permitted on application to the appropriate persons
Cultural structure may	• communities might consist of one or more language

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include:	or clan groups and within these several different kinship groups. In traditional society the behaviour of individuals to one another is determined by their membership in these groups
Avoidance relations may include:	• traditional Aboriginal people or non-Aboriginal people may be prohibited from speaking to or remaining in close proximity to members of related kin groups. Since non-Aboriginal people can be adopted into Aboriginal kinship relations this can be a source of difficulty in policing if not understood and taken into account. It also affects the role an Aboriginal officer may play in some circumstances

Unit Sector(s)

Not applicable.

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PUAMAN001B Manage the organisation's public safety responsibilities

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to manage the organisation's public safety responsibilities within the context of established policy and organisational relationships.

Application of the Unit

This unit applies to public safety workers who have a senior managerial responsibility for ensuring appropriate organisational risk management strategies are in place and implemented.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR509B Implement prevention strategies (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the organisation's public safety responsibilities	1.1 Organisational goals are identified within the context of the organisation's public safety responsibilities. 1.2 The organisational environment is identified and strengths, weaknesses, opportunities and threats are analysed. 1.3 Elements which support or impair the ***organisation's ability to manage risk*** are determined. 1.4 Organisational capabilities to manage risk are identified. 1.5 A strategic plan for risk management is developed.
2. Establish an emergency risk management structure	2.1 An organisational structure is established to implement the organisation's risk management strategic plan. 2.2 The risk management structure is implemented and maintained. 2.3 ***Technical***, ***financial***, ***social***, ***legal*** and other ***considerations against which risk can be prioritised*** are determined. 2.4 Organisational risk management responsibilities are identified.
3. Review the organisation's risk management performance	3.1 An organisational review process is established. 3.2 The effectiveness of the risk management strategies is regularly reviewed. 3.3 The risk management strategic plan is adjusted following the review process if required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

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- analyse risk
- assess organisational needs
- define problems
- demonstrate influencing skills
- evaluate and prioritise risk
- identify stakeholders
- use analytical tools and processes

Required Knowledge

- emergency management concepts and principles
- legislative and regulative arrangements relevant to emergency management
- negotiation strategies and tactics
- problem solving and decision making techniques
- the intent and potential application of Australian Standard AS/NZS 4360 to given scenarios and potential situations

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in the development of a risk management strategic plan and an organisational structure which meet the organisation's public safety risk management needs and are consistent with its responsibilities and objectives.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Evidence of competence in this unit should be collected in one or more actual situations or scenarios where there is the capacity to demonstrate the required evidence in a real or simulated environment in conjunction with portfolio evidence Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects.

Specific resources for assessment

For the demonstration of competence in this unit it will be necessary to provide a real life environment and/or simulations based on real life incidents. These resources may involve complex scenarios sufficient to allow

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evidence to be gathered from a variety of sources and stakeholders on more than one occasion and over an extended period of time. Controlled access to organisational records and personnel may have significant cost implications for the staging of scenarios.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Elements which influence the organisation's ability to manage risk may include:	• legislative authority • emergency management capability • level of community education and awareness • resources and organisational culture
Technical, financial, social and legal considerations against which risk can be prioritised may include:	• technical judgements which appropriately acknowledge uncertainty include: • international technical standards • national standards • codes of practices • procedures • professional judgement • legal considerations may include: • international law • conventions and treaties • statutory provisions • common law precedents • recommendations of investigative offices such as the coroner • boards of inquiry (e.g. Air Safety) and royal commissions • land use and exposure to litigation • social and political considerations may include: • government policy • community expectations • community values • community attitudes • community perceptions and special group interests
The environment within which the emergency management responsibilities	• the organisational and administrative environment • current public service practices • government and organisational policy

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are developed may include:	• public perceptions and attitudes • the natural physical environment • the present emergency management capability • the technological • social • political and economic environment
Emergency risk management structure will reflect:	• context • nature of the risk • responsibilities of the organisation

Unit Sector(s)

Not applicable.

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PUAMAN002B Administer work group resources

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to administer work group resources to support the achievements of organisational and operational objectives.

Application of the Unit

This unit applies to public safety managers with responsibility for resources allocation. It is relevant for managers at a local level through to organisational level.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access and allocate resources	1.1 Required ***resources*** are identified, and accessed in accordance with organisation's policy and procedures. 1.2 ***Resources are allocated*** to facilitate required outcomes . 1.3 Equipment stock and supplies are stored in accordance with ***organisation's policy and procedures.*** 1.4 Resources are handled in accordance with organisation's policy and procedures and ***resource management systems.***
2. Monitor, evaluate and report on resource usage	2.1 Records of resources allocation and usage are maintained in accordance with relevant legislation and organisational guidelines. 2.2 Resource usage is monitored and evaluated against targets and organisational standards. 2.3 Resource utilisation issues are addressed.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- evaluate resource usage
- interpret budget reports
- monitor resource allocation and usage
- produce resource reports
- utilise resource inventories

Required Knowledge

- computer based tools to produce resource reports
- equal employment opportunity policy and procedures
- management information systems

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- occupational health and safety policy and procedures
- organisation's policies and procedures for budget administration
- organisation's policy and procedures relating to resource acquisition and allocation
- stock handling procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in knowledge and application of the coordination of resources in a range of contexts to achieve the organisation's objectives.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Evidence of competent performance should be gathered by observing an individual in a resource coordination role in the workplace or exercise or operational environment.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Resources may include:

- finances
- facilities equipment
- stock and supplies
- human resources

Organisation's policy procedures and standards may include:

- equal employment opportunity and occupational health and safety work group policy and procedures
- environmental protection and sustainability
- organisation's work group plans
- organisation's financial and other resource

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	management guidelines • technology and data associated with management information systems
Resource management systems may include:	• human resource systems • computer databases resource lists • contact details lists • financial accounting systems • communication systems
Allocations of resources considerations may include:	• suitability • type of resource • urgency • cost effectiveness • accessibility • maintenance demands • availability • deployment time

Unit Sector(s)

Not applicable.

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PUAMAN003B Manage human resources

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to manage and develop human resources to achieve organisation's operational objectives.

Application of the Unit

This unit applies to workers who have a specific human resources role within a public safety organisation. While some aspects may be applied in a typical management role, it has a more specialist focus beyond the human resources requirements for team leaders and managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR503B Coordinate human resource management activities (Fire Specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Lead and motivate people	1.1 Goals for people and teams to optimise achievement in work tasks are established and agreed upon. 1.2 Goals are unambiguous and take into account the capabilities of people and teams. 1.3 Advice and support sensitive to the individual's needs is provided to people in the performance of their duties. 1.4 Activities are undertaken to achieve commitment to common goals. 1.5 Initiative and innovation are recognised and encouraged. 1.6 Achievements are recognised and communicated within the organisation.
2. Undertake human resource planning	2.1 ***Human resource needs*** are determined/reviewed within the anticipated operational needs and allocated budget. 2.2 Alternatives to staffing levels which clearly demonstrate returns to the organisation are analysed. 2.3 Contingency plans for staffing are developed which meet key provisions of the human resources plan. 2.4 Existing competencies of staff are compared with the needs of the work group. 2.5 Staffing levels are planned and negotiated with ***stakeholders*** within the organisational framework to achieve maximum efficiency of operations.
3. Develop and facilitate performance	3.1 Performance criteria are negotiated and agreed upon with individuals, teams and work groups. 3.2 Performance criteria are reviewed as circumstances change. 3.3 ***Performance appraisal*** is conducted, based on clearly established and agreed performance criteria. 3.4 The total performance development system identifies and proposes strategies to rectify performance shortfalls and recognise success.

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ELEMENT	PERFORMANCE CRITERIA
	3.5 Performance problems are addressed confidentially and in a constructive and timely manner, in line with relevant organisational procedures.
	3.6 ***Selections***, ***transfers and promotions*** are made in accordance with organisation policies and supported with documented information.
	3.7 Mechanisms are developed and implemented for the identification of human resource development needs within the work group taking account of the strategic plan for the organisation.
4. Facilitate training, education and development opportunities	4.1 Information on planned training events is made widely available throughout the organisation.
	4.2 Training, education and development plans are included as part of individual/team performance plans.
	4.3 Individual/team access to, and participation in, training, education and development opportunities is facilitated.
	4.4 Coaching and mentoring contribute effectively to the training, education and development of personnel in an environment of change.
	4.5 ***Training***, ***education and development opportunities*** enhance individual, team and organisational performance.
	4.6 A workplace environment is created which facilitates training, education and development.
5. Develop and implement issue resolution and grievance procedures	5.1 Problem solving/issue resolution procedures are established within legislative requirements and organisation's guidelines.
	5.2 Grievances and complaints are managed in a timely and caring way to optimise likelihood of a favourable outcome for all parties and in line with organisational objectives and procedures.
	5.3 Individual's rights and obligations under industrial awards/agreements and legislation are documented and communicated in a clear and concise manner and in appropriate language.
	5.4 Hearings, interviews and meetings are conducted within the principles of industrial democracy and participative, consultative processes.
	5.5 All relevant industrial parties are identified and invited to participate in the resolution process.
6. Manage disciplinary	6.1 ***Disciplinary matters*** are implemented in accordance

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ELEMENT	PERFORMANCE CRITERIA
matters	with organisation's procedures. 6.2 Investigations are conducted in a caring and confidential manner to maintain performance and morale. 6.3 Feedback is provided promptly. 6.4 Appeals processes are instituted in accordance with organisational procedures. 6.5 Deficiencies in procedures are recognised and recommendations for change are made.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- achieve agreed results
- apply interpersonal skills
- demonstrate consistency between instructions and action in self and others
- display personal and professional integrity in working relationships
- establish key performance measures for individuals/work groups
- establish training and development opportunities as needed
- identify and where appropriate use stress management facilities and services
- monitor performance of individuals and teams/groups against key performance indicators
- use consultative methods to achieve operational targets
- use decision making processes which are understood and respected
- use effective management techniques and processes

Required Knowledge

- communication principles
- conflict resolution principles and practice
- Equal Employment Opportunity
- grievance procedures
- interpersonal relations
- leadership theory and principles
- management principles and practice
- Occupational Health and Safety
- training and education principles
- training need analysis

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in the application of human resource management in a wide range of contexts in achieving the organisation's objectives.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Evidence of competent performance should be obtained by observing an individual in a management role within the workplace or exercise or operational environment. Knowledge may be assessed through written assignments, project reports, debriefings and action learning projects.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Analysis of human resources development need may include:

- task/skills analysis
- competency standards
- skills audit
- performance planning
- succession planning
- group dynamics
- organisational behaviour
- personality profiles

Performance measures may include:

- completion of task
- achievement of new competencies
- development of new skills
- attainment of new knowledge
- personal development

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Training, education and development opportunities may include:	• formal courses • structured training programs • on the job training • staff development seminars and conferences • exchanges/rotation/secondments • project work • mentoring/coaching • action learning
Stakeholders may include:	• unions • associations • employers • individuals • workgroups • teams
Industrial matters may include:	• identified awards and agreements • organisation policies • government industrial relations policies • workplace customs and practices • industrial court and commission rulings • reference to industrial disputation
Selections, transfers and promotion may include:	• organisation procedures and guidelines • government guidelines • occupational health and safety • equal employment opportunity • affirmative action • anti-discrimination • personnel selection
Disciplinary action may include:	• relevant organisation procedures • legislation • acts and ordinances • natural justice and fairness
Management philosophy and practices include:	• leadership principles • human resource planning • performance management • issue resolution • learning organisation

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Unit Sector(s)

Not applicable.

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PUAMAN004B Manage procurement

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to call for tenders and manage the awarding of contracts.

Application of the Unit

This unit applies to workers who have a specific role relating to tenders and contracts within a public safety organisation, particularly responsibility for ensuring that the organisation’s legal and risk management process is applied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAMAN002B Administer work group resources (Fire Specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare appropriate documentation	1.1 Preparation of documentation is managed. 1.2 Conditions of tendering the contract and specifications meet organisation/government policies and guidelines. 1.3 Tendering process conforms with tender/supply code. 1.4 An appropriately experienced officer is identified to handle all inquiries during the tender process and all tenderers are advised of clarifications.
2. Establish the basis of tendering	2.1 ***The form of tender***, public or selective is determined. 2.2 Expressions of interest are sought. 2.3 Expressions of interest are evaluated and potential tenderers short listed.
3. Receive and assess tenders	3.1 Documents are received and opened in accordance with ***organisational policies and procedures.*** 3.2 Tenders are checked for compliance with conditions set out in request for offers. 3.3 Details of tenders are compared with established ***evaluation criteria.*** 3.4 Checks are made to ensure that principles of probity, fairness and commercial confidentiality are met throughout the tender process. 3.5 Issues which may require negotiation are identified.
4. Select successful respondent/s	4.1 ***Selection*** is based on evaluation criteria and relevant factors affecting the tender. 4.2 Selection is ethically sound and does not breach probity principles. 4.3 All actual or potential conflicts of interests are disclosed. 4.4 Where possible the contractor is selected from a registered panel of contractors who are proven to have the relevant expertise and capacity. 4.5 Contractor's price and conditions are examined in

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ELEMENT	PERFORMANCE CRITERIA
	order to determine that the offer is clear, calculable and not open to manipulation.
	4.6 A cost-benefit analysis shows that the selected contractor offers best value for money.
5. Finalise contract details	5.1 Letter of acceptance outlines all relevant requirements for signing of documentation and satisfaction of pre-commencement conditions.
	5.2 Discrepancies and disagreements about proposed supply arrangements are clarified and resolved prior to entering into the agreement.
	5.3 Contract is properly executed by the successful proponent and is in accordance with legal requirements.
	5.4 Unsuccessful tenderers are briefed if appropriate.
	5.5 Contract conditions are read and understood by all personnel involved in contract administration.
	5.6 Contract documents are prepared, approved and distributed.
	5.7 Fulfilment of any ***outstanding requirements*** is checked and rectified if necessary.
6. Evaluate performance of the contract on completion	6.1 Contract conditions and responsibilities are reviewed with relevant personnel to ensure satisfactory completion of contract.
	6.2 Contract completion is authorised in writing to confirm completed services have been undertaken according to contract objectives and specifications.
	6.3 ***Contractor performance***/level of service is evaluated against agreed benchmark.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- establish effective feedback and monitoring systems
- implement risk management plans
- monitor and review contract performance
- plan effectively and solve problems
- supply information relevant to contract performance

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Required Knowledge

- assessment of tenders
- award of contracts
- basics of contract law
- contract administration
- contract requirements
- negotiation processes
- organisational procedures and guidelines for the calling of tenders
- principles of quality assurance
- risk management principles
- sources of legal advice
- terms and conditions

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Demonstration of knowledge and skills required to award, manage and evaluate a contractor's performance and attend to any variations and difficulties which arise during the course of the contract. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated contract management environments.
Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated contract management environments. **Specific resources for assessment** Evidence of competent performance by observing an individual in a contract management role within the workplace or simulated environment. Knowledge may be assessed through written assignments, project reports, debriefings and action learning projects.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Forms of tenders may include:	• public • selective
Evaluation criteria may include:	• project objectives • technical specifications • risk • user requirements • timing resources – staff • supplies • budget • environmental policies
Selection of contractors may be based on:	• assessment against evaluation criteria • expertise of contractor • resources allocated to project • contractor's proven performance record • contractor's reputation for quality • contractor's background knowledge of the project • contractor's understanding of organisational requirements • availability of contractor • estimated cost
Performance of contractors may be evaluated on:	• progress towards milestones and objectives • adherence to proposed timelines • adherence to estimated costs • access to resources • staff • supplies • materials • goods • advice • implementation of recommendations • technical specifications • quality assurance • environmental policies
Outstanding requirements may include:	• insurance (public liability • professional indemnity • WorkCover • personal accident) • evidence of covers • security deposits/bank guarantees • warranties of equipment performance

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Monitoring of contractor performance may include:	• site visits • inspections • project management meetings • progress meetings • reports validation of quality systems • partial or full audits
Organisational policy and procedures may vary between sectors and organisations and may include:	• legislation relevant to procurement • legislation relevant to the organisation • operational corporate and strategic plans • operational performance standards • organisational personnel practices and guidelines

Unit Sector(s)

Not applicable.

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PUAMAN005B Manage projects

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to manage and evaluate projects.

Application of the Unit

This unit applies to any workers undertaking a project management role. This includes management of small and short term projects as well as roles with a specific project management focus.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUATEA003B Lead, manage and develop teams (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify project scope	1.1 Project definition study is undertaken as required and the results are analysed to determine the scope of the project. 1.2 Project is initiated in accordance with organisation's policies and strategic direction in consultation with ***stakeholders.*** 1.3 Conceptual and analytical skills are applied to develop a strategy to achieve project objectives, outcomes and client requirements. 1.4 An effective risk management system is developed and applied to ensure project objectives can be met within the organisation's accountability framework.
2. Acquire project resources	2.1 Project resources, equipment and infrastructure are identified, acquired and allocated. 2.2 Project scope and objectives are analysed to determine the tasks to achieve agreed outcomes on time and within budget. 2.3 Process for monitoring, evaluating and reporting performance against objectives are developed and applied. 2.4 Roles and responsibilities of team members and stakeholders are identified and agreed.
3. Manage project activities	3.1 Tasks are implemented in accordance with project plan. 3.2 Communication process is established including responsibilities for conflict resolution. 3.3 Progress is monitored to ensure time, performance, cost and quality of project is achieved. 3.4 Proposed variations are investigated and negotiated in consultation with stakeholders.
4. Finalise project and evaluate and report on activities	4.1 Finalisation plans are developed to ensure all outcomes are met. 4.2 Evaluation of completed project is undertaken against agreed objectives and reported to stakeholders.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse project outcomes
- design a strategy to achieve project outcomes and client requirements
- evaluate and report on project performance
- evaluate project achievements
- internal and external clients
- maximise team effectiveness and staff selection
- monitor
- negotiate with contractors and suppliers
- resolve disagreements and disputes satisfactorily
- team building skills

Required Knowledge

- basics of contract law
- business and commercial issues
- cost schedule control systems
- human resource management and policies
- organisation's procurement guidelines
- organisation's project management policies
- physical resource management
- project management systems
- project management tools and techniques
- project specifications and objectives
- risk management techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in knowledge and application of project management skills in a wide range of project activities to support the achievement of organisation objectives.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

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Context of and specific resources for assessment

Context of assessment

Evidence of competent performance by observing an individual in a project management role within the workplace or simulated environment Knowledge may be assessed through:

- written assignments
- project reports
- debriefings and action learning projects

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Project plans may include:

- financial management processes
- acquisition strategies
- fraud control procedures
- risk management strategies
- integrated logistic support arrangements
- human resource development/management strategies
- resource requirements
- task elements
- test and evaluation procedures
- intellectual property
- industry impact
- life cycle costs
- specifications
- engineering
- preliminary estimate/budget
- preliminary timeframes/milestones

Stakeholders may include:

- industry
- other organisations
- general public
- relevant interest groups (internal and external)
- functional areas
- principals/project director/project sponsor
- organisation’s senior management

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	• government(s) • insurance • underwriting
Policy and procedures:	• government legislation – state, federal, local • financial management and accounting regulations • government and organisational policies • guidelines and procedures including project management • security • recruitment • quality assurance • risk management • procurement • guidelines and strategic plans • environmental sustainability
Integration of project activities may include:	• scope • time • cost • quality • human resources • communications • risk • feasibility • procurement • physical resources
Project management systems may include:	• computers • communication channels • project data management • protocol • financial records • basic statistical information

Unit Sector(s)

Not applicable.

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PUAMAN006B Manage and facilitate change

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to introduce, manage and evaluate change in a range of organisational contexts.

Application of the Unit

This unit applies to managers who have the resource and financial authority to make change to organisational policies, procedures, and/or strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop change management strategies	1.1 Optional and specific proposals for change are developed and communicated to stakeholders. 1.2 ***Stakeholders*** are consulted when developing strategies for dealing with workplace change. 1.3 Future trends and organisational needs are discussed and considered in process of developing strategies for dealing with change. 1.4 Options and specific proposals for change are developed and discussed with stakeholders 1.5 A change management strategy is adopted.
2. Facilitate change management strategy	2.1 Advice is communicated to stakeholders on the requirements for effective change implementation. 2.2 ***Resource requirements*** to implement change in the workplace are obtained and used. 2.3 Leadership is provided to assist others to adapt to change, including appropriate guidance, training and support and a positive role model.
3. Implement change	3.1 Work practices, policies, strategies and resource requirements are amended to accommodate changing circumstances. 3.2 Outcomes of change management strategy are achieved .
4. Review effectiveness of change	4.1 Feedback and monitoring mechanisms are put in place. 4.2 The outcomes of monitoring and evaluation are communicated to relevant personnel. 4.3 ***Impact of change*** on the workplace is monitored and evaluated and results are reflected in future change management.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

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Required Skills

- analyse change needs
- communication
- identify and meet the needs of particular groups in the change process
- monitor and evaluate the impact of change
- obtain and use resources to support change
- promote change

Required Knowledge

- change management processes
- models of organisational change
- organisational theoretical frameworks

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Knowledge and application of change management and skills in a wide range of contexts to achieve actual organisation change objectives. **Consistency in performance** Evidence will need to be gathered over time in a range of actual or simulated change management contexts.
Context of and specific resources for assessment	**Context of assessment** Evidence of competent performance should be obtained by observing an individual in a change management role within the workplace or exercise or operational environment. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Resource requirements may include:	• changes in the workplace • implementation of new work practices • machinery of government change

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- budgetary reform
- organisation restructure
- technology transfer to the workplace
- emerging community issues
- new government programs
- natural disasters
- staffing changes

Stakeholders may include:

- personnel
- clients
- community
- other organisations
- unions
- management

Change contexts may include:

- strategic influences
- technology changes
- procedures and practices
- policy directions
- government legislation
- community expectations
- staffing levels
- finance
- skills available to meet opportunities
- freedom of information
- non-discriminatory guidelines
- new opportunities open to the organisation

Impact of change may include:

- working relationships
- public relations
- productivity/effectiveness measures
- working environment
- quality of services/products
- industrial relations
- individual skills/knowledge and career paths
- staff competency and developmental requirements

Unit Sector(s)

Not applicable.

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PUAMAN007B Manage financial resources

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to manage financial resources to achieve organisation and operational objectives.

Application of the Unit

This unit applies to any workers with authority for a budget within a public safety organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR505B Administer cost centre's financial resources (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a budget	1.1 Budgets are developed in the required format and consistent with organisation's guidelines and procedures. 1.2 Cost elements are identified and quantified to eliminate/reduce wastage. 1.3 Cost-benefit analyses are prepared for major cost items in accordance with the organisation's policy and procedures. 1.4 Sub-budgets prepared by other staff are coordinated in order that desired objectives are achieved. 1.5 Implications of major shifts in proposed or actual budget expenditures are analysed, determined and taken into account. 1.6 Performance indicators are developed and agreement reached based on the budget.
2. Allocate, authorise and monitor expenditure	2.1 Financial resources are allocated as agreed to in the operational plan and the budget negotiation process (as appropriate). 2.2 Expenditure management meets the financial accountability requirements of the organisation. 2.3 Expenditure is kept within budget or any potential over-runs identified and budget renegotiated accordingly. 2.4 Expenditure is authorised within financial authority limits established by the organisation. 2.5 Supply and expenditure processes are in accordance with corporate governance and organisational protocols. 2.6 ***Financial reports*** are produced when and in a format required by the organisation. 2.7 Sub-budgets are continuously monitored to ensure appropriate controls and authorisations are observed. 2.8 Finance allocation is continually monitored against organisational objectives and priorities ensuring optimum service delivery. 2.9 Re-allocation of resources is undertaken taking

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ELEMENT	PERFORMANCE CRITERIA
	account of needs and priorities.
3. Utilise relevant financial management information systems	3.1 ***Management information systems*** are used for planning, implementing and monitoring the financial resources usage. 3.2 Management information system reports are produced, verified and interpreted.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- cost-benefit analysis
- interpret financial reports
- monitor financial accounts
- prepare budgets
- prioritise financial resource allocation
- produce financial reports
- utilise management information systems

Required Knowledge

- accounting principles
- accrual and cash management procedures
- computer-based tools to produce financial reports
- costing policies and procedures
- financial management principles
- legislative and organisation's procedures for budget development and financial management
- management information systems
- organisation's financial accountability requirements

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in application of financial resource management in a wide range of contexts in achieving the organisation's financial objectives.

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Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Evidence of competent performance by observing an individual in a financial management role within the workplace or exercise or operational environment Knowledge may be assessed through:

- written assignments
- projects reports
- debriefings and action learning projects

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Budget formats may include:

- zero based budgeting
- program budgeting
- line item budgeting

Operating budget may include:

- staffing costs
- capital expenditure/income
- recurrent expenditure/income
- forward estimates
- cash flow

Policy may include:

- supply
- procurement
- expenditure
- audit
- reporting and recording policies

Financial reports may include:

- annual reports
- program financial statements
- accrual reports
- monthly/quarterly financial reports

Management information systems may include:

- computers
- communication channels

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- records management data
- procedures
- protocol
- legislation
- guidelines and awards
- organisation
- legal and policy materials
- client information
- market trends
- registries and file records
- library
- financial records
- basic statistical information
- personnel records

Unit Sector(s)

Not applicable.

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PUAMAN008B Manage physical resources

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to acquire and manage physical resources to achieve the jurisdiction's objectives.

Application of the Unit

This unit applies to workers who, working with a management team, has responsibility for ensuring that physical resources are sourced and available for operational and support requirements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAMAN002B Administer work group resources (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan, determine and review physical resource requirements	1.1 Resource requirements are determined in line with demonstrated needs. 1.2 Cost benefit analyses demonstrate the return to the organisation. 1.3 Resource requirements are consolidated, rationalised and prioritised across workplaces. 1.4 Resource requirements are negotiated and acquired in the context of organisational priorities and ***budget.*** 1.5 Replacement/acquisition/refurbishment of major items are scheduled based on ***expected lifetime of equipment*** and anticipated needs of the organisation.
2. Direct and coordinate the acquisition and allocation of physical resources	2.1 Resources are acquired and deployed in accordance with organisational needs. 2.2 Resources inventory is established and maintained for easy tracking of resource location/history. 2.3 Maintenance schedules and ***budgets*** are developed and approved in consultation with ***stakeholders*** with due regard to occupational health and safety needs and in accordance with organisational policies and procedures. 2.4 Systems are developed and implemented which facilitate collection, processing and management of data on resource use and maintenance/asset management. 2.5 Resource performance is evaluated against agreed standards, to ensure efficient, effective and safe operation. 2.6 Resource use is maintained to ensure operational requirements are met. 2.7 Resources are re-allocated or disposed in accordance with ***organisational policy and procedures*** as necessary for maximum performance across the organisation.
3. Evaluate and report on physical resource	3.1 Effectiveness of resource acquisition and allocation is monitored and assessed to meet organisational

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ELEMENT	PERFORMANCE CRITERIA
provision	needs. 3.2 Inefficiencies in resources provision are identified and corrected. 3.3 ***Acquisition and allocation of resources*** and costs incurred are recorded and reported.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse costs and benefits of resource acquisition and utilisation
- develop maintenance schedules and budgets
- evaluate resource performance
- monitor the effectiveness of resources acquisition and allocation
- utilise resource inventory

Required Knowledge

- budget processes
- organisational policy and procedures relating to physical resource acquisition and allocation
- resource management systems
- stock handling procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in knowledge and application of asset management in a wide range of contexts in achieving the organisation's objectives. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Evidence of competent performance should be obtained by observing an individual in a physical resource management role within the workplace or exercise or

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operational environment.

Knowledge may be assessed through written assignments, projects, reports, debriefings and action learning projects.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Physical resources:

- properties/facilities
- fixtures and plant
- vehicles
- equipment
- stock and supplies

Acquisition and allocation of resources based on:

- identified priorities
- suitability
- type of physical resource
- urgency
- cost of use
- accessibility
- endurance
- maintenance demands
- deployment time
- customer needs
- hazard and risk analysis

Organisational policy and procedures may vary between sectors and organisations and may include:

- legislation relevant to the management of physical resources
- legislation relevant to the organisation, operational, corporate and strategic plans
- organisational performance standards
- organisational personnel practices and guidelines
- organisational quality standards
- government policies

Budget formats may include:

- zero based budgeting
- program budgeting
- line item budgeting

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Budget may include:	• organisation – specific budgets • output and outcome budgeting • capital expenditure • recurrent expenditure • output investment proposals • cash flow
Stakeholders may include:	• staff • managers • government (state • local • federal) • unions • community • industry • owners of leased property • vehicles or equipment
Monitoring physical resource provision may include:	• site visits • inspections • partial or full audits of physical resources
Expected lifetime of equipment may include:	• organisation's corporate and strategic plans • organisation's financial and other resource management guidelines • government policy • capacity of equipment to perform to operational requirements
Reporting requirements may include:	• spreadsheets • written reports • completion of proformas • completion of forms • verbal reports • government budget submission proformas

Unit Sector(s)

Not applicable.

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PUAOHS001C Follow defined occupational health and safety policies and procedures

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers competency for applying general occupational health and safety requirements when working in the usual workplace environment, excluding emergency incidents.

This unit is based on the national Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards [NOHSC:7025 (1994)].

Application of the Unit

This unit applies to all workers within the public safety Industry, but is particularly relevant to new workers who need to understand OHS in the public safety context.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow workplace procedures for hazard identification and risk control	1.1 ***Hazards*** in the work area are recognised, rectified where possible and reported to designated personnel according to ***workplace procedures.***
	1.2 Workplace procedures and work instructions for controlling risks are followed.
	1.3 Workplace procedures for dealing with ***workplace emergencies*** are followed whenever necessary within scope of responsibilities and competencies.
2. Contribute to participative arrangements for the management of occupational health and safety (OHS)	2.1 Occupational health and safety issues are raised with designated personnel in accordance with workplace procedures and relevant occupational health and safety ***legislation.***
	2.2 Contributions to ***participative arrangements*** in the workplace are made within organisational procedures and scope of responsibilities and competencies.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate concerns verbally
- fill in accident and incident forms
- identify hazards and assess risks
- participate in group meetings
- use communication technology if relevant to workplace requirements

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Required Knowledge

- ability to interpret Material Safety Data Sheets
- accidents
- emergencies
- fire
- incidents
- meaning of occupational health and safety signs and symbols relevant to area of work
- organisation's policies and procedures relating to hazards
- organisation's policies procedures relating to risk control and hazard reporting
- participative arrangements for occupational health and safety

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in all relevant workplace procedures followed. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** A combination of oral or written presentation. Observation, on the job and/or in a range of simulated environments. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Workplace procedures may include:	• hazard procedures • emergency procedures • accident and incident procedures • procedures for use of personal protective equipment

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- procedures for reporting accidents
- incidents
- hazards and emergencies
- risk control procedures
- extrication procedures

Hazards may include:

- extreme temperatures
- emergency situations requiring evacuation or security
- earthquake
- manual handling
- damaged or broken furniture and fittings
- spillages
- damaged or worn equipment
- items blocking exits
- cords/ropes across walkways
- items of equipment in areas of pedestrian traffic
- slippery surfaces
- breakages
- noise
- machinery
- electricity
- sea conditions
- rocks
- dangerous creatures

Legislation may include:

- Commonwealth
- state and territory legislation
- standards
- codes of practice
- regulations and statutory requirements relevant to workplace OHS

Workplace emergencies may include:

- accidents
- vehicle and industrial accidents
- incidents involving dangerous goods and hazardous substances
- bomb scares
- terrorist action
- fires
- floods
- storm and tempest
- earthquake
- emergency situations requiring evacuation or security

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	• aquatic accidents • vessel aground, holed • towing emergencies • fire on board
Participative arrangements may include:	• Occupational health and safety committees team or workgroup meetings

Unit Sector(s)

Not applicable.

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PUAOHS002B Maintain safety at an incident scene

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to recognise potential health and safety risks and take action to eliminate or control those risks at incident scenes, to prevent injury to self, other personnel or members of the public.

Application of the Unit

This unit applies to all public safety workers attending an incident scene, and links to the individual's responsibility to maintain personal safety and to be aware of how actions affect the safety of others, including team members, other agency workers, and general public.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR201B Prevent Injury (Fire specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine hazards at incident site	1.1 Issues affecting safety of self and other personnel are established by identification of ***hazards*** and assessment of ***risks***, and by liaison with others at the scene. 1.2 Relevant operational safety procedures are implemented in accordance with organisation's policies. 1.3 Duties are undertaken in line with organisational health and safety codes of practice and ***relevant legislation.***
2. Implement hazard controls at incident scene	2.1 Hazards are identified and mitigation procedures are selected in line with work instructions and procedures. 2.2 Hazardous situations rectified where possible and reported and/or recorded according to organisation's policies and procedures. 2.3 Changes in situation and/or conditions are reported immediately to ***designated person.*** 2.4 ***Hazard controls*** are monitored and communicated to relevant personnel to ensure continuing effectiveness. 2.5 Hazard control and mitigation measures are implemented with minimum damage to the environment, while maintaining safety of self and others. 2.6 Incident/accident scene is effectively secured to preserve the scene and maintain ***public safety*** in line with legislative requirements.
3. Maintain personal safety	3.1 ***Personal protective clothing and equipment*** is selected and checked according to organisational procedures to ensure it is operational prior to entry into incident situation. 3.2 Personal protective clothing and equipment appropriate to dealing with the hazard is worn/fitted

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ELEMENT	PERFORMANCE CRITERIA
	and used in accordance with organisation's policies and procedures and manufacturer's guidelines.
	3.3 Water and food intake, rest breaks and shelter requirements are maintained.
	3.4 ***Survival technique strategies*** are implemented in accordance with organisation's policies and guidelines.
4. Contribute to maintaining safety of other work group members	4.1 Impact of own actions on safety of others is recognised.
	4.2 Contact is maintained at all times with other work group members.
	4.3 Signals are correctly used, interpreted, confirmed and acted upon in a timely manner.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate non-verbally and verbally
- follow procedures and instructions
- record information
- use communication equipment
- work with others in a team situation

Required Knowledge

- accidents and incidents
- commonly encountered hazards and procedures and safety precautions to prevent injury on encountering various hazards
- employee responsibilities and obligations
- food intake
- hazards
- heat induced illness - factors leading to prevention
- injuries
- labelling and storage of hazardous substances
- manual handling hazards
- means of relaying warnings to other personnel
- methods of hazard control and reporting
- organisation's occupational health and safety policy

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- problems associated with insufficient water intake
- procedures for investigating injuries
- procedures for participating in occupational health and safety arrangements
- procedures for reporting hazards
- protection
- relevant standard operating procedures
- respiratory system - functions
- rest breaks
- State and Territory occupational health and safety requirements
- survival techniques for various situations
- symptoms and treatment
- techniques and aids
- use and limitations of relevant protective clothing and equipment

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in maintaining personal safety and safety of others. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** A real life incident, exercise or simulation, or series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence. **Specific resources for assessment** A range of protective clothing and equipment may be required.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

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Working environment may be:	• hazardous • unpredictable • subject to time pressure • chaotic and expose responders to risk
Public Safety workplaces include:	• any location where a Public Safety incident occurs
Response situation include:	• single and multi agency response situations
Hazards include:	• all potential sources of injury or damage to property or the environment including identified and potential hazards to persons • equipment or the environment
Risk is:	• the likelihood of injury or damage occurring and the potential consequences of any injury or damage

Incidents may include:	• a variety of natural or man made events including but not limited to rescues and extrications
	• flood
	• storm
	• tempest
	• natural disaster
	• vehicle
	• aircraft
	• rail
	• industrial
	• civil defence
	• fires:
	  • structural
	  • wild
	  • prescribed burning
	• search and rescue :
	  • urban
	  • rural
	  • sea
	• hazardous materials and dangerous goods

Hazards may be identified by:	• scene assessment • visual inspections • plan reviews • recognising hazard warnings • accessing data bases • interviewing others at scene • seeking expert advice

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Others at scene may include:	• organisational personnel • personnel from other organisations • general public
Hazardous materials may include:	• thermal • mechanical • explosives • toxic • corrosive • asphyxiant • radiation • etiological hazards • mutagenic materials
Biological hazards may include:	• bacteria • viruses • fungi and yeasts • including exotic organisms
Physical hazards may include:	• noise • slippery surfaces • poor visibility • smoky environments • fallen/falling objects • fatigue
Electrical hazards may include:	• pole fires • electrical fires • electricity in damaged/burning structures • energised vehicles/structures due to downed wires • photovoltaic generation systems
Manual handling hazards may include:	• heavy objects • content and shape of containers
Environmental hazards may include:	• temperature • darkness • fire • snow • floods • winds • rain • hail • flora • fauna • postural restrictions and access • terrain

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	• traffic
Hazard control measures may include:	• erection of barriers • establishment of control zone • use of spill clean up kits • use of electrically insulated tools and equipment • vehicle protection hoses and devices • life support equipment (heat radiation shielded crew cabin • vehicle cabins with/without sprays) • entry control procedures to hazardous areas • decontamination • isolation of electricity supply
Relevant legislation may include:	• state or territory occupational health and safety acts and regulations
Personal protective clothing and equipment may include:	• breathing apparatus • personal lines • air lines • personal distress units • respiratory protection • protective hoods • goggles • hearing protectors • sunscreen • chemical protective clothing • personal flotation devices • wet suits • turnout uniform • gloves • hard hat • safety boots • overalls • chainsaw chaps • bullet proof vests • firearms • batons • handcuffs
Hazard control equipment may include:	• atmospheric monitoring equipment • meteorological equipment • radiation monitoring equipment • oxygen meters • flammable gas detectors

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Reporting may include:	• verbal • written reports • completing standard forms • logs • sitreps • note taking • logging entry to hazardous areas
Designated person may include:	• supervisor • team leader • workplace occupational health and safety representative • officer in charge
Survival strategies which may be applied in:	• buildings • wildfire situations • water • extreme heat or cold
Factors which may require monitoring may include:	• traffic • weather conditions • vegetation type • spectators • temperature • structural integrity • relative humidity • slope • terrain • water supply/pressure • fire development • stream flows • suspect atmospheres
Contact with other personnel may include:	• visual • vocal • touch • radio • audible warnings • signalling

Unit Sector(s)

Not applicable.

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PUAOHS003B Implement and monitor the organisation's occupational health and safety policies, procedures and programs

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers competency in implementing and monitoring occupational health and safety (OH&S) policies, procedures and programs in the workplace.

The unit is based on the National Guidelines for Integrating Occupational Health and Safety Competencies into national industry competency standards.

Application of the Unit

This unit applies to workers who have legislated or delegated role to ensure that organisational OHS policy and procedures are implemented in a specific workgroup.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide information to the workgroup about occupational health and safety and the organisation's occupational health and safety policies, procedures and programs	1.1 ***Relevant provisions of occupational health and safety legislation*** and codes of practice are accurately and clearly explained to the work group. 1.2 Information on the organisation's occupational health and safety policies, procedures and programs is provided in a readily accessible manner and is accurately and clearly explained to the work group. 1.3 Information about identified hazards and the outcomes of risk assessment and risk control procedures is regularly provided and is accurately and clearly explained to the work group.
2. Implement and monitor participative arrangements for the management of occupational health and safety	2.1 Organisational procedures for consultation over occupational health and safety issues are implemented and monitored to ensure that all members of the work group have the opportunity to contribute. 2.2 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution in accordance with ***workplace procedures*** for resolution. 2.3 The outcomes of consultation over occupational health and safety issues are made known to the work group promptly.
3. Implement and monitor the organisation's procedures for identifying hazards and assessing risks	3.1 Existing and potential hazards in the work area are identified and reported so that risk assessment and control procedures can be applied.
4. Implement and monitor the organisation's procedures for controlling risks	4.1 Work procedures to control risks are implemented and adherence to them by the work group is monitored in accordance with workplace procedures. 4.2 Existing risk control measures are monitored and results reported regularly in accordance with workplace procedures.

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel.
	4.4 Inadequacies in resource allocation for implementation of risk control measures are identified and reported to designated personnel.
5. Implement the organisation's procedures for dealing with hazardous events	5.1 Workplace ***procedures for dealing with hazardous events*** are implemented whenever necessary to ensure that prompt control action is taken.
	5.2 ***Hazardous events*** are investigated to identify their cause in accordance with investigation procedures.
	5.3 Control measures to prevent recurrence and minimise risks of hazardous events are implemented based on the hierarchy of control, or alternatively, referred to designated personnel for implementation.
6. Implement and monitor the organisation's procedure for providing occupational health and safety training	6.1 Occupational health and safety training needs are identified accurately, specifying gaps between occupational health and safety competencies required and those held by workgroup members.
	6.2 Arrangements are made for fulfilling identified occupational health and safety training needs in both on and off-the-job training programs in consultation with relevant parties.
7. Implement and monitor the organisation's procedure for maintaining occupational health and safety records	7.1 Occupational health and safety records for work area are accurately and legibly completed in accordance with workplace requirements for occupational health and safety records and legal requirements for maintenance of records of occupational injury and disease.
	7.2 Aggregate information from the area's occupational health and safety records is used to identify hazards and monitor risk control procedures within work area according to organisational procedures and within scope of responsibilities.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate information orally and in writing

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- implement safety awareness programs
- make decisions
- write reports

Required Knowledge

- accident reporting procedures
- availability and contact numbers of emergency services
- current principles and procedures relating to workplace occupational health and safety policies and procedures
- employee obligations and responsibilities
- equal employment opportunity principles and practices
- hierarchy of control
- job design and workplace layout
- legal health and safety ramifications
- procedures for implementing accident investigation
- relevant occupational health and safety regulations and acts

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Working knowledge consistent with the elements of competence of all applicable occupational health and safety legislation and codes of practice.

Demonstrated understanding of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is:

- elimination
- substitution
- engineering controls
- administrative controls
- and lastly, personal protective equipment)

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of and specific resources for assessment

Context of assessment

Competence is demonstrated in the context of an established organisational occupational health and safety system with related policies, procedures and programs.

Competence may be demonstrated working individually or under the guidance of, or as a member of a team with

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specialist occupational health and safety staff or managers.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Relevant provisions of occupational health and safety legislation may include:	• general duty of care including public safety requirements for maintenance and confidentiality of records of occupational injury and disease • provision of information and training • regulations and codes of practice relating to hazards present in work area • health and safety representatives and occupational health and safety committees
Workplace procedures may include:	• inspection/evaluation • housekeeping • consultation processes • training and assessment • specific hazard policies and procedures including public safety procedures • occupational health and safety information • occupational health and safety record keeping and reporting • maintenance of plant and equipment • purchasing of supplies and equipment • counselling and disciplinary procedures
Hazardous events may include:	• accidents • fires • floods • storms • emergencies—chemical spills • bomb scares • ‘near misses’
Procedures for dealing with hazardous events may include:	• evacuation • chemical containment • first aid procedures

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- workplace procedures—inspection
- housekeeping
- consultation processes (either general or specific to occupational health and safety)
- training and assessment
- specific hazard policies and procedures
- occupational health and safety information
- occupational health and safety record keeping
- maintenance of plant and equipment
- purchasing of supplies and equipment
- safety audits

Unit Sector(s)

Not applicable.

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PUAOHS004B Establish and maintain the occupational health and safety system

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers how to establish, maintain and evaluate an occupational health and safety system in the work environment.

This unit is based on the National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards [NOHSC: 7025 (1994)].

Application of the Unit

This unit applies to workers who have either a legislated or delegated responsibility to implement OHS systems to meet the organisation's policy requirements. These roles require significant role or delegated authority to allow effective implementation and review. While designed for public safety workers, this unit could be applied in a range of industries. This unit does not cover the broader implementation of organisation wide OHS policy.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise consultation process	1.1 ***Relevant personnel*** or other representative personnel are identified and invited into the development and maintenance processes. 1.2 Issues raised through consultation are effectively handled according to issue resolution procedures. 1.3 Results from the ***consultation process*** are verified and made available to relevant personnel. 1.4 ***Consultative*** processes are flexible and consistent with representatives requirements.
2. Design Occupational Health and Safety framework	2.1 ***Hazards*** and risks are correctly identified and confirmed according to occupational health and safety legislation, codes of practice and prevailing trends. 2.2 Procedure for ongoing identification of hazards and risks is developed and integrated within work systems and procedures. 2.3 ***Occupational health and safety policies*** are developed in line with relevant legislation. 2.4 Occupational health and safety responsibilities and duties are clearly defined and incorporated into job descriptions/statements. 2.5 Adequate ***resources*** are sourced and provided in a timely and consistent manner. 2.6 Measures to control assessed risks are developed and implemented in accordance with the hierarchy of control, relevant occupational health and safety legislation, codes of practice and trends. 2.7 ***Interim solutions*** are implemented until a permanent control measure is developed. Details are recorded clearly and efficiently according to organisation

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ELEMENT	PERFORMANCE CRITERIA
	policy and procedures and relevant legislation.
3. Design and implement an Occupational Health and Safety awareness training program	3.1 Educational ***information*** on the occupational health and safety system is made available to all relevant personnel. 3.2 Appropriate training is provided to all relevant personnel to enable the implementation of safety procedures.
4. Establish, monitor and maintain Occupational Health and safety system	4.1 A ***system for keeping occupational health and safety records*** is established in accordance with legislative requirements. 4.2 Work activities are monitored to ensure that ***hazard identification and risk assessment*** and control procedures are effectively adopted. 4.3 Inadequacies in ***hazard identification***, ***risk assessment*** and established risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel. 4.4 Amendments to procedures are undertaken through appropriate consultation methods.
5. Establish and maintain a system for accident investigation	5.1 A system is developed and implemented for reporting and investigation of all accidents/incidents in accordance with the policies and procedures. 5.2 Training is provided to employees responsible for accident investigation for effective implementation of accident investigation policy. 5.3 Policies and procedures for reporting and investigating all accidents/incidents are reviewed and updated as required.
6. Evaluate the organisation's Occupational Health and Safety system and related policies procedures and programs	6.1 The effectiveness of the occupational health and safety system and related policies, procedures and programs is assessed according to the organisation's occupational health and safety policy. 6.2 Improvements to the occupational health and safety system are developed and implemented. 6.3 Compliance with occupational health and safety legislation and codes of practice is assessed to ensure that legal occupational health and safety standards are maintained.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- attention to detail
- high level interpersonal skills
- high level skills in clear written and oral communication
- procedures and personnel
- skills in management of systems

Required Knowledge

- details of all relevant Occupational Health and Safety legislation and its relevance to organisation operations
- details of codes of practice and their relevance to organisation operations
- hierarchy of control (the preferred order of risk control measures from most to least preferred that is:
  - elimination
  - substitution
  - engineering control
  - administrative controls
  - and personal protective equipment)
- literacy levels and communication skills of work group members
- knowledge of current principles and practices used to implement and monitor organisational OH&S policies
- procedures and programs
- suitable communication techniques to address needs of work group members

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Demonstrated understanding of principles and practices for Occupational Health and Safety. Demonstrated understanding of the significance of other management systems and procedures for occupational health and safety. **Consistency in performance** Evidence will need to be gathered over time across a range of variables.
Context of and specific resources for assessment	**Context of assessment** Evidence must include observation of performance in

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the work environment or a simulation. Written and verbal tests may be used as supporting evidence. Competence may be demonstrated working individually or under the guidance of or as a member of a team with specialist occupational health and safety staff or managers.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Occupational Health and Safety policies may:	• express the organisation's commitment to OHS, and demonstrate consistency of application across the organisation's policies
Resources may include:	• financial and human
Information should be:	• clear • concise • written in plain English where possible • in suitable format for particular target group • timely
Consultative process may include:	• meetings • workshops • reports
Persons involved in consultation may include:	• employer • employee • representative body (regulator, unions) • independent advisor
Occupational Health and Safety trends:	• occupational health and safety trends may be identified from the occupational health and safety records system
System used to record safety details may:	• allow the recording and identification of patterns of occupational injury and disease
Occupational Health and Safety training program may be:	• internal or external • fulfil employees' occupational health and safety needs as identified • as part of the organisation's general training

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	program
Hazard identification and risk assessment may include:	• visual inspections • reports • notices • situational analyses
Hazards may be:	• existing or potential
Hazardous procedures may include:	• work practices • equipment • situations
Hazardous events may include:	• accidents • fires • emergencies such as chemical spills and bomb scares
Procedures for dealing with hazardous events may include:	• evacuation • chemical containment • first aid procedures • PIN notice • ceasing activity
Interim measures may be necessary when:	• measures that control a risk at its source are not immediately practicable
Processes for consultation may include:	• occupational health and safety committees • consultation with health and safety representatives • resolution procedures • participative/consultative procedures conducted by supervisory staff within the area of managerial responsibility • union/association and management meetings
Monitoring of activities may include:	• review of written reports • performance appraisal • auditing procedures • observation of work task
Relevant personnel may include:	• managers • supervisors • occupational health and safety officer/manager • permanent and part time workers • representative personnel • suppliers • staff organisation

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Unit Sector(s)

Not applicable.

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PUAOIL201 Use basic equipment operations for oil spill response

Modification History

PUAOIL201 Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to operate and deploy, operate, monitor and recover basic (Tier 1) oil spill response equipment as part of a team

Application of the Unit

This unit applies to personnel deployed to operate basic (Tier 1) oil spill response equipment

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
1. Undertake a health and	1.1 Identify and communicate potential hazards and

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safety site review	risks. 1.2 Report hazards and risks in accordance with policies and procedures. 1.3 Select, use maintain and store personal protective equipment in accordance with both occupational health and safety and material safety data sheet requirements.
2. Prepare Tier 1 equipment for use	2.1 Use the incident action plan (IAP) and/or the site-specific deployment plan to identify and select ***oil spill response equipment*** according to supervisor's instructions. 2.2 Use manufacturer's specifications and ***standard operating procedures*** (SOPs) in the management of routine ***pre-operational checks*** of equipment while working as part of a team. 2.3 Report unsafe or faulty equipment in accordance with workplace procedures and set aside for repair or replacement.
3. Operate and/or deploy Tier 1 equipment	3.1 Operate and maintain equipment in accordance with manufacturer's specifications, SOPs and supervisor's instructions while working in a team. 3.2 Complete work tasks in accordance with health and safety requirements and the IAP. 3.3 Identify, ***action*** and monitor ***environmental implications*** associated with the operation and maintenance of equipment. 3.4 Monitor ***environmental conditions*** in conjunction with operational activities.
4. Check, clean and store Tier 1 equipment	4.1 Report equipment use in accordance with IAPs/SOPs and/or the incident management system 4.2 Clean, secure and store equipment in accordance with manufacturer's specifications, maintenance manuals, supervisor's instructions and/or SOPs. 4.3 Report equipment malfunctions, faults, wear or damage to supervisors for actioning. 4.4 Maintain and clean workplaces in accordance with Occupational Health and Safety requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

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Required Skills

- ability to identify hazards:
- environmental
- physical
- chemical
- take appropriate initiative relating to the handling and monitoring equipment
- communicate effectively with others
- modify activities dependent on workplace situations including risk and environment
- read and interpret material safety data sheets
- monitor equipment performance
- complete maintenance checks and identify any required maintenance
- work safely and collaboratively with others
- recognise and address problems when dismantling, inspecting and assembling equipment
- work effectively within a team environment
- safe loading and unloading of materials

Required Knowledge

- OHS responsibilities
- safe working procedures
- operational characteristics of equipment
- operation of equipment in accordance with SOPs
- environmental impact of equipment

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: Work effectively in a team to safely deploy and monitor basic (Tier 1) equipment for the containment, recovery and storage of oil.
Context of and specific resources for assessment	Competency should be assessed in a simulated response environment or operational situation.
Method of assessment	Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an approved simulated environment. Forms of assessment may include:

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- direct observation
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions
- case studies

Guidance information for assessment

Where possible assessment should be completed holistically and may be assessed with other relevant units of competence. For example this unit may be assessed with PUAOIL302 Use advanced equipment operations for oil spill response.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazards may include:

- chemical
- working environment:
- heat
- cold
- operational:
- vehicles
- manual handling
- slips, trips and falls
- noise

Risks may include:

- fatigue
- hyper/hypothermia
- dehydration
- hearing loss
- physical injury
- equipment damage
- poisoning
- burns
- respiratory problems
- injection - hydraulic and pneumatic

Personal protective equipment as dictated by the material safety data sheets and the work environment

- personal flotation device (PFD)
- hearing protection
- boots (appropriate to conditions)
- gloves (chemical and / or abrasive protection)

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may include:	• eye protection • respirators • disposable overalls
Oil spill response equipment may fall into the following categories:	• containment: • general purpose boom + ancillary equipment • shoreline boom + ancillary equipment • recovery: • passive weir skimmer • positive displacement pump • storage: • temporary storage • ancillary: • correct use of sorbents • anchor kit
Standard operating procedures are:	• procedures identifying safe and effective work method statements
Pre-operational checks may include:	• equipment ‘in-test’ tagged and tested – electrical, slings, hoses • maintenance checks • pre-start and stop • safety checklist • fuels, fuel lines and oil • battery electrolyte levels, wheels and tyre pressure • air filters • safety guards • safety signs and barricades
Actioned may include:	• logged • verbal • written
Environmental implications may include:	• secondary contamination (decontamination station) • waste (hot and cold zones) • sensitive areas • wildlife habitats • flora/fauna
Environmental conditions may be:	• weather • tides • current • isolation

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Unit Sector(s)

Marine pollution response.

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PUAOIL301 Apply health, safety and risk controls when working on oiled shorelines

Modification History

PUAOIL301 Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to identify health and safety hazards relating to oil spill response as well as implementing and managing safety procedures.

Application of the Unit

This unit applies to shoreline supervisors and/or coordinators responsible for occupational health and safety in the assessment, coordination and supervision of activities relating to oiled shoreline response.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify potential hazards	1.1 Identify ***hazards*** in the work area before and during work. 1.2 Assess ***risks*** for the identified hazards. 1.3 Identify ***controls*** for these hazards. 1.4 Review effectiveness of controls within the scope of authority. 1.5 Identify and report remaining risks.
2. Follow procedures for risk control	2.1 Select, use and maintain relevant ***personal protective equipment***. 2.2 Develop site specific health and safety plans. 2.3 Develop induction processes.
3. Follow guidelines for working with oil	3.1 Explain contact procedures for personnel involved in oil spill response. 3.2 Follow approved safety procedures and use personal protective equipment as specified in procedures. 3.3 Observe safety requirements when operating near volatile substances.
4. Report hazards, injuries, near misses	4.1 Communicate reporting requirements for all incidents. 4.2 Remediate practices where appropriate following the report of any incident. 4.3 Complete appropriate forms/reports and forward to identified personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- effective communication verbal/written
- correct and appropriate use of PPE
- identification of hazards
- implementation of controls for hazardous situations
- plan development and implementation

Required Knowledge

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- identification of hazards and hazardous areas
- identification of standard controls for the hazard
- recognition of hazards common to the industry
- use of personal protective equipment
- severity of risks from materials and work processes used
- environmental impact and risks to individuals
- correct use of equipment for handling materials

Evidence Guide

Overview of assessment	Assessors must be satisfied that the person can consistently perform the Unit as a whole as defined by the Elements, Performance Criteria, skills and knowledge.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • put into practice health and safety practices when working in oiled environments • identify and manage health and safety risks associated with oil • ensure tasks are performed in accordance with safety requirements and quality systems • recognise potential emergency situations and communicate promptly • understand and implement emergency provisions
Context of and specific resources for assessment	Simulation will be required for the timely assessment of this unit of competency. Simulation should be based on a potential work environment and should include the use of case studies/scenarios/what ifs and questions and answers.
Method of assessment	Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Forms of assessment may include: • direct observation • responses to what if scenarios • third party reports from supervisors • written or oral questions • case studies • role play

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Guidance information for assessment	Where possible assessment should be completed holistically and may be assessed with other relevant units of competence for example but not limited to: • HLTFA301C Apply first aid • PUAOIL402 Apply oiled shoreline assessment strategies in an oil spill response • PUAOIL403 Lead a team in oiled shoreline clean up

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazards may include:	• hazardous materials • fire or explosion • inhalation of hydrocarbon vapour • working in confined spaces • skin or eye contact through handling of oil or chemicals • prolonged exposure to heat, cold, wet, sun, wind • slips and falls • dangerous wildlife • working close to water (currents, rips and eddies) • fatigue from heavy physical work and/or long hours • use of machinery • people • stress associated with causes and consequences of serious incidents
Risks may include:	• fire and explosion hazards • inhalation • lack of appropriate PPE • boats not operated by trained personnel • machinery not operated by trained personnel • chemicals handled inappropriately and not by trained personnel • fatigue • slips, trips and falls • manual handling
Controls may include:	• rest breaks and relief teams • site specific health and safety plans

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	• operation specific health and safety plans • clear communication and training • first aid
Personal protective equipment as dictated by the material safety data sheets and the work environment may include:	• overalls • rubber boots • eye protection • ear protection • gloves • hard hat • respirator • communications (radio or mobile depending on area) • insect repellent • sunscreen
Site specific health and safety plans may include:	• H & S responsibilities • induction and training requirements • health and safety monitoring • first aid/medical support arrangements • assessment of known hazards and risks • management strategies for known hazards and risks

Unit Sector(s)

Marine pollution response.

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PUAOIL302 Use advanced equipment operations for oil spill response

Modification History

PUAOIL302 Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to safely deploy, operate, monitor and recover advanced oil spill response equipment.

Application of the Unit

This unit applies to personnel responsible for the choices and deployment of appropriate oil spill response equipment according to the type of product and the environmental conditions for a Tier 1, 2 or 3 response.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage the safety of the operation	1.1 Identify ***hazards*** and ***risks*** for the site and equipment use through a job safety analysis. 1.2 Apply the ***hierarchy of controls*** to manage hazards and risks. 1.3 Select, use, maintain and store ***personal protective equipment*** in accordance with both occupational health and safety and material safety data sheet requirements.
2. Communicate effectively with work team and incident management team	2.1 Prepare site specific deployment plans based on the incident action plan (IAP). 2.2 Plan, prepare and present ***briefs and debriefs***. 2.3 Maintain effective ***communication*** channels with all ***stakeholders*** involved in the deployment and recovery of ***oil spill response equipment***. 2.4 Ensure response personnel are capable of deploying the equipment in a team environment.
3. Prepare equipment for use	3.1 Identify required equipment using the IAP and/or site-specific deployment plan. 3.2 Conduct routine ***pre-operational checks*** of equipment using manufacturer's specifications and ***standard operating procedures***. 3.3 Identify and segregate faulty equipment for repair or replacement. 3.4 Identify equipment requiring licensed operators.
4. Operate and/or deploy equipment	4.1 Use equipment according to state/NT/Commonwealth ***licensing requirements***. 4.2 Operate and monitor equipment in accordance with manufacturer's specifications, supervisor's instructions and/or safe operating procedures (SOPs). 4.3 Carry out work in accordance with occupational health and safety requirements and the IAP. 4.4 Identify and record the use of consumables.
5. Monitor operations	5.1 Monitor, assess and re-assess the effectiveness of equipment and/or the recovery operation. 5.2 Identify, action and monitor ***environmental implications*** associated with the operation and maintenance of equipment. 5.3 Identify any changes to the response as a result of ongoing monitoring.

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6. Check, clean and store equipment	6.1 Maintain records of equipment use in accordance with IAP, SOPs and/or the incident management system. 6.2 Clean, secure and store equipment in accordance with manufacturers specifications, maintenance manual, supervisor's instructions and/or SOPs. 6.3 Report and take action on equipment malfunction, fault, wear or damage. 6.4 Maintain and clean the workplace in line with occupational health and safety requirements and the demobilisation plan.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively with others
- work effectively within a team environment
- work safely and collaboratively with others
- read and interpret material safety data sheets
- take appropriate initiative relating to the handling of equipment
- recognise and address problems when dismantling, inspecting and assembling equipment
- monitor equipment performance
- modify activities dependent on workplace situations including risk and environment
- complete maintenance records
- ability to identify hazards:
  - environmental
  - physical
  - chemical
- safe handling and use of equipment

Required Knowledge

- hazards:
  - environmental
  - physical
  - chemical
- OHS responsibilities
- loading and unloading of materials
- operational characteristics of equipment

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- operation of equipment in accordance with SOPs

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- demonstrate the safe deployment and operation of equipment to contain, recover and store oil
- ensure safety and hazard control procedures are implemented
- identify hazardous situations that may arise and take appropriate action
- communicate effectively with others involved in the response
- monitor and reassess situations to ensure the best possible response according to environmental conditions

Context of and specific resources for assessment

Competency should be assessed in a simulated response environment or in an operational situation. It is suggested that Apply basic equipment operation be assessed either prior or with this unit.

Method of assessment

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an approved simulated environment.

Forms of assessment may include:

- direct observation
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions
- case studies

Guidance information for assessment

Where possible assessment should be completed holistically and may be assessed with other relevant units of competence For example may be assessed with PUAOIL201 Use basic equipment operations for oil spill response.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazards may include:

- manual handling
- slips, trips and falls
- noise
- working around aircraft
- working around / on vessels
- chemical properties of oil:
  - combustibility
  - vapour
- environment:
  - heat
  - cold
  - tides
  - current
  - isolation
  - cliffs/heights
  - heights
  - rocks
- wildlife
- confined spaces
- vehicles

Risks may include:

- fatigue
- hearing loss
- physical injury
- equipment damage
- poisoning
- burns
- respiratory problems
- injection - hydraulic and pneumatic
- chemical risks:
  - inhalation
  - ingestion
  - absorption

Hierarchy of controls may include:

- elimination
- substitution
- modification
- containment

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	• ventilation • work practices • personal protection
Personal protective equipment as dictated by the material safety data sheets and the work environment may include:	• personal flotation device (PFD) • hearing protection • boots (appropriate to conditions) • gloves (chemical and / or abrasive protection) • eye protection • respirators • disposable overalls

Briefs and debriefs may include:	• can use SMEACS or similar format
	• SMEACS:
	  • Situation – what has happened.
	  • Mission – what you need to do about it.
	  • Execution – how you are going to do it.
	  • Administration & logistics – what you need to take action.
	  • Command and communication – who else needs to be involved, who needs to know about it etc
	  • Safety

Communication may be by:	• briefings
	• reports
	• sitreps
	• logs
	• incident forms / records
	• incident action plans
	• site specific deployment plans
	• discussion
	• verbal directions
	• hand signals
	• information board
	• using:
	  • landline phone
	  • mobile
	  • computer
	  • marine radio (VHF)
	  • uhf
	  • satellite phone
	  • pager
	  • facsimile

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Stakeholders may include:	• incident management team • aircraft operators • marine vessel operators and crew • logistics officers • media • public • traditional owners • government • businesses • team members

Oil spill response equipment may include:	• containment:
	  • boom inflatable – plus v sweep boom
	• recovery:
	  • heavy oil transfer pump (and ancillary equipment)
	  • oil recovery vessels
	  • active skimmers
	  • disk / drum skimmers
	  • rope mops
	• storage:
	  • towable storage bladder
	• other:
	  • dispersant spray bucket and transfer pumps
	  • shoreline flushing pump
	  • marine radio (UHF, VHF)
	  • correct use of sorbents

Pre-operational checks may include:	• equipment ‘in-test’ tagged and tested – electrical, slings, hoses • maintenance checks • pre-start and stop • safety checklist • fuels, fuel lines and oil • battery electrolyte levels, wheels and tyre pressure • air filters • safety guards • safety signs and barricades
Standard operational procedures	• procedures identifying safe and effective work method statements
Licensing requirements may include:	• state, territory and commonwealth legislation must be checked for high risk work and relevant licenses:

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- dogging
- crane and hoist operation
- forklift
- confined spaces
- 27 mhz and vhf marine radio equipment

Environmental implications may include:

- secondary contamination (decontamination station)
- waste (hot and cold zones)
- sensitive areas
- wildlife habitat
- flora

Unit Sector(s)

Marine pollution response.

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PUAOIL401 Apply decision making strategies in an oil spill response

Modification History

PUAOIL401 Release 1: Primary release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to make strategic, planning and operational decisions in an oil spill.

Application of the Unit

This unit applies to individuals working in functional management roles within the incident management team who have the responsibility for ensuring the viability and success of a marine pollution response.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish context of spill	1.1 Gather ***intelligence*** to determine the size and impact of the situation. 1.2 Identify the ***character*** and ***behaviour*** of the oil spill. 1.3 Consult and involve appropriate ***advisors*** in establishing the ***context of the spill***. 1.4 Identify and confirm response ***objectives***. 1.5 Provide accurate, timely and relevant communication about the spill to ***stakeholders***.
2. Consider response options to make a decision	2.1 Identify and review available ***response options*** to the spill. 2.2 Review strengths and weaknesses of options with appropriate advisors if necessary. 2.3 Determine ***risk*** areas and ***levels of risk***. 2.4 Determine and select best response option/s based on ***critical factors***. 2.5 Determine the ***scale of response*** to the spill. 2.6 Document decision making processes.
3. Implement response	3.1 Develop response plans for selected options. 3.2 Develop an incident action plan. 3.3 Communicate proposed response actions to relevant people/stakeholders. 3.4 Monitor and review response actions and modify as appropriate in response to changing circumstances.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- critical analysis
- evaluation and decision making
- assertiveness
- ability to work within and/or lead a team
- flexibility
- advanced verbal and written communication skills, including proficiency in mathematical concepts and calculations
- ability to undertake a value chain analysis to review, strengths and weaknesses

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- ability to develop risk management plans and implement with due diligence
- ability to implement a plan that has public and political impact
- problem solving appropriate to identified risks

Required Knowledge

- relevant organisational legal requirements
- relevant legislation impacting on spill response operations, particularly in regard to health and safety, environmental issues, industrial relations etc.
- strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT)
- oil spill response equipment (limitations and benefits)
- oil types, spill behaviours and effects within the marine environment
- policies and procedures for liaising with media and politicians according to organisational policies and procedures
- health and safety issues / management
- international conventions and compensation regimes
- protection and indemnity clubs (P&I), the international tanker owners pollution federation limited (ITOPF) and similar organisations and the role of them and their representatives in oil spill response
- indigenous and cultural issues
- the role of salvors

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- details of a management plan which includes stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, treatments for prioritised risks
- knowledge of relevant legislation, codes of practice and national standards
- details of monitoring arrangements for risk management plan and an evaluation of the efficiency of the risk management in treating risk
- communication to stakeholders through Incident Action Plans

Context of and specific resources for assessment

Assessment must be based on a real or simulated oil response situation where multiple decisions may be made but where critical analysis of information allows for considered and justifiable actions.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of documentation • simulation • direct observation • third party reports • case studies • scenarios • action plans • reports • written or oral questions
Guidance information for assessment	It is important that assessment with other units relevant to oil spill management or incident management systems is taken into account.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Sources of intelligence may include:	• initial visual reports (location) • oil samples • MSDS • Australian dangerous goods code • oil spill response atlas • oil spill response trajectory modelling • reports from ship's master indicating type and quantity • aerial observations • tides • current • weather forecast • reports from operational, technical and environmental advisors • net environmental benefit analysis

Character of oil could be defined by:	• chemical characteristics:
	  • aromatic content
	  • aliphatic content

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- asphaltene content
- wax content
- physical characteristics:
  - flash point
  - pour point
  - in relation to surface water temperature
  - solubility
  - density (API gravity or specific gravity)
  - in relation to density of sea water
  - viscosity
  - viscous/non-viscous
  - thickness
  - stickiness
  - in relation to adherence to physical structures or habitats
  - persistence
- oil character influence on response options:
  - selection of response equipment
  - amenability to chemical dispersion

Behaviour of oil could be defined by:

- movement of oil:
  - volume
  - spread
  - drift
  - area of coverage
  - percentage coverage
  - rate of flow
  - flow continuing
  - flow stopped
- weathering and influence on oil character:
  - spreading
  - evaporation
  - emulsification (mousse formation)
  - dispersion
  - dissolution
  - sinking/sedimentation
  - biodegradation
  - photo-oxidation

Advisors may include

- operational, technical and environmental experts including:
  - environmental scientists

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- marine pollution experts
- AMSA
- oil importers/exporters
- ships master
- salvage advisors
- government agencies

Context of the spill may include:

- location
- environmental sensitivity
- estuaries
- wildlife habitats
- tourism
- indigenous culture
- business/industry

Objective is:

- Consultative management to determine the desired outcomes of the incident which are then communicated through the response team

Stakeholders may include:

- government agencies and representatives:
  - federal
  - state
  - local
- businesses
- community
- protection and indemnity (P &I club)
- indigenous communities
- national response team
- media
- salvors
- ship owner, charterer or manager

Response options may include:

- mechanical
- chemical
- manual
- observation and monitoring
- manual clean up

Risk may include:

- properties of oil
- health and safety:
  - fire and explosion
  - ingestion
  - skin damage
  - restricted breathing
  - physical injury
- contamination

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- proximity to land
- community impact
- wildlife habitats
- environmental conditions:
  - weather
  - tides
  - currents
  - location
- wildlife
- inappropriate use of dispersant (not using the correct window of opportunity)
- fatigue
- hypothermia
- hyperthermia
- health impact of oil
- flammability and volatility of oil
- political
- media

Levels of risk may include:

- assessed through risk analysis and minimised through hierarchy of controls

Critical factors may include:

- health and safety of responders and community
- minimisation of impact
- environment
- appropriate approvals

Scale of response could take into account:

- human resources
- physical resources
- access

Unit Sector(s)

Marine pollution response.

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PUAOIL402 Apply oiled shoreline assessment strategies in an oil spill response

Modification History

PUAOIL402 Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to lead a team in oiled shoreline assessment as a shoreline supervisor or coordinator.

Application of the Unit

This unit applies to a shoreline supervisor or coordinator responsible for collating data about shorelines and the extent and degree of oiling.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct pre deployment preparations	1.1 Identify ***jurisdictions*** and response ***constraints*** to assist deployment planning. 1.2 Identify, analyse and record ***deployment information*** to aid planning. 1.3 Select, source, and check tools and ***equipment*** consistent with plan requirements. 1.4 Document and provide information to the incident management team.
2. Conduct on-site assessment	2.1 Plan and prepare briefing prior to ***on-site assessment***. 2.2 Complete and record on-site assessment of incident zone. 2.3 Communicate assessment information to shoreline coordinator to assist in the management of the response.
3. Plan and monitor response	3.1 Determine and plan clean up priorities and communicate to relevant parties. 3.2 Identify and communicate specific duties/responsibilities. 3.3 Plan and communicate daily objectives and priorities. 3.4 Monitor incident and modify response plan based on response team reports and ongoing oiling of shoreline.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- prepare, present and communicate information
- identify the relationship between the goals of the incident management team and how own work contributes to these goals
- make decisions
- prioritise work tasks
- map reading
- safe work practice
- application of environmental legislation

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Required Knowledge

- state/territory emergency procedures and networks
- knowledge of principles and practices to conduct an activity which exercises elements of public safety management
- range of communication equipment available to the organisation
- legislative and statutory safety requirements
- relevant environmental legislation
- environmental impact
- shoreline attributes

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- describe:
  - shoreline substrates and the influence of substrate on shoreline response
  - shoreline type or form
  - biological character
  - shoreline oiling
  - priorities for shoreline protection
- implement plans for shoreline protection
- understand and convey the importance of health and safety in the oiled environment

Context of and specific resources for assessment

Competency should be assessed in a simulated multi-agency response environment or in an operational environment.

Method of assessment

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an approved simulated environment.

Forms of assessment may include:

- direct observation
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions
- case studies

Guidance information for

Where possible assessment should be completed

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assessment	holistically and may be assessed with other relevant units of competence such as but not limited to : • PUAOIL301Apply health, safety and risk controls when working on oiled shorelines • PUAOIL401 Apply decision making strategies in an oil spill response • PUAOIL403 Lead a team in oiled shoreline clean up • PUATEA003B Lead, manage and develop teams

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Jurisdiction may include:	• commonwealth • state • local government • environment and conservation department • parks and wildlife • great barrier reef marine park
Constraints may include:	• health and safety of team members • remoteness • access • equipment • damage to shoreline • sensitivity of shoreline and environmental impact • public and media • support services • tides • threat from wildlife • communication • waste storage and removal
Deployment information may include	• shoreline sector allocation • shoreline assessment forms using GIS and map data • location, character and behaviour of oil and oiled shoreline • clean up response areas • environmentally or socially sensitive areas • resource requirements
Equipment may include:	• digital camera with sufficient memory and power

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	packs • water tight camera bags • video camera, tapes and batteries • photo log book • shoreline assessment forms • field notebooks (waterproof) • pencils, waterproof markers, rulers, protractors, scissors • waterproof pack • compass • global positioning system (GPS); hand held portable • topographic maps or charts • road maps • radios/satellite phones or mobile phones • emergency position indicating radio beacon • first aid kit • sunscreen/hat or cold weather gear • rain gear/overalls • rubber boots, not skid soles/steel caps • gloves (waterproof) • tape – wide fluorescent flagging tape • tape measure (30m) • marker posts (e.g. garden stakes) post hammer, labels and waterproof non fade marker pens • shovels: folding type with a pick on the back • sample jars (labelled) and container (protective) • spatulas, spoons and other sampling instruments • ice chests if biological samples are to be taken • plastic bags – heavy duty • vehicles appropriate for terrain
On-site assessment may include:	• identifying shoreline character • calculating potential waste volumes

Unit Sector(s)

Marine pollution response.

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PUAOIL403 Lead a team in oiled shoreline clean up

Modification History

PUAOIL403 Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to lead a team in oiled shoreline clean up. It involves the establishment of teams, the planning and implementation of worksite management zones, and the deployment and monitoring of work teams to the final reporting stage of a clean up.

Application of the Unit

This unit supports the attainment of skills and knowledge required for shoreline supervisors or coordinators to coordinate, supervise and manage oiled shoreline clean up activities, including preparing disseminating plans and strategies to control the incident.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the shoreline response unit	1.1 Determine the size and structure of the shoreline response unit. 1.2 Deploy ***appropriate staff*** physically able to assist in the response. 1.3 Implement a ***site induction*** that incorporates safe systems of work, communication methods, hierarchy of roles and reporting systems within the Incident management system. 1.4 Identify any training that may need to be implemented.
2. Plan clean up operations	2.1 Identify ***hazards*** relevant to the operation and ensure safe systems of work are implemented. 2.2 Establish priorities for shoreline protection and clean up based on data and reports received. 2.3 Sector and segment shoreline for identification and management of clean up zone. 2.4 Implement ***clean up method/s*** appropriate to environmental conditions.
3. Organise resources	3.1 Identify and organise ***response equipment*** through appropriate channels. 3.2 Make arrangements for the transport of resources and personnel. 3.3 Establish ***on-site support*** for personnel
4. Establish worksite management zones	4.1 Implement a three-zone system to control access and activities around the Incident Control Centre. 4.2 Organise appropriate security. 4.3 Establish a decontamination centre.
5. Manage waste from clean up	5.1 Consider and implement ways to minimise waste. 5.2 Establish temporary waste holding areas that allow for safe containment and appropriate segregation of waste. 5.3 Arrange for the removal of waste from temporary to permanent storage in line with relevant legislation.
6. Deploy and monitor work teams	6.1 Develop and communicate work orders to relevant personnel. 6.2 Brief teams and allocate tasks relating to the relevant period of time and job role to be performed. 6.3 Monitor work situation on a regular basis for effectiveness and safety of task.

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	6.4 Maintain accurate logs to record actions and decisions made.
	6.5 Review and change plans as required.
7. Terminate response	7.1 Personnel are debriefed.
	7.2 Equipment is returned to designated areas as requested through work orders.
	7.3 Post spill reports completed and submitted to relevant personnel.
	7.4 Records collected, collated, checked and forwarded to appropriate personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- develop safe work systems
- prepare, present and communicate information
- identify the relationship between the goals of the incident management team and how own work contributes to these goals
- display resilience by continuing to move forward despite criticism or setbacks
- machinery and equipment operation
- problem solving
- decision making
- conflict resolution and negotiation
- prioritise work tasks
- effective and efficient deployment of human and physical resources

Required Knowledge

- state/territory emergency procedures and networks
- knowledge of principles and practices to conduct an activity which exercises elements of public safety management
- range of communication equipment available to the organisation
- legislative and statutory safety requirements
- applicable environmental legislation
- local government legislation
- local wildlife groups such as wires

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- collect, evaluate and disseminate information on the current and forecast situation
- demonstrate the ability to establish management zones
- demonstrate sound methodologies in planning and organising resources for clean up response
- evaluate, plan and activate workforce deployment
- maintain logs and produce effective reports
- work effectively as a member of an Incident management Team to resolve an incident

Context of and specific resources for assessment

Competency should be assessed in a simulated multi-agency response environment or an operational environment.

Method of assessment

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an approved simulated environment.

Forms of assessment may include:

- direct observation
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions
- case studies

Guidance information for assessment

Where possible assessment to be completed holistically and may be assessed with other relevant units of competence. For example including but not limited to:

- PUAOIL301 Apply health, safety and risk controls when working on oiled shorelines
- PUAOIL402 Apply oiled shoreline assessment strategies in an oil spill response
- PUATEA003B Lead, manage and develop teams

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Appropriate staff may include:	• medical conditions that preclude the type of work involved • physical or medical unfitness • behavioural unsuitability
Site induction may include:	• records kept • command and control structure • authority of shoreline coordinator • role of supervisors and team leaders • roles of the agencies and personnel • rules of conduct including alcohol and drugs policy • procedures for dealing with the media and public • health and safety • incident briefs • scope of response • shorelines impacted • types of shoreline impacted • methods being employed • PPE needs • muster areas and schedules • use of private vehicles • wildlife • log keeping and other documentation
Hazards may include:	• risks associated with the oil • environmental hazards • response hazards • incident health and safety plans • site specific health and safety plan
Clean up method/s may include	• natural recovery • manual recovery • mechanical removal • use of sorbents • vacuum recovery • sediment reworking • vegetation cutting/removal • flooding (deluge) • low pressure washing • high pressure washing • hot water washing • use of cleaning agents • steam cleaning/sand blasting

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	• bioremediation/aeration • in-situ burning • trenching

Response equipment may include:	• mechanical tools:
	  • grader
	  • front end loader
	  • dump truck
	  • elevating scraper
	  • tractor
	• loose sorbents
	• manual equipment
	• shoreline boom

On-site support may include:	• ablutions • accommodation • canteen facilities • decontamination areas • equipment and spares • first aid • refuelling area • helicopter landing site • PPE • rest areas • security • vehicle parking • temporary holding area for waste

Unit Sector(s)

Marine pollution response.

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PUAOPE006B Control multi-agency emergency situations

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to take and establish control of a multi-agency response to an emergency situation. Control refers to the overall direction of emergency management activities in an emergency situation. Authority for control is established in legislation or in an emergency plan and carries with it the responsibility for tasking other organisations in accordance with the needs of the situation. Control relates to situations and operates horizontally across organisations.

Application of the Unit

This unit applies to public safety workers who have a command role within their own organisation and are required to administer control of workers from all agencies in a multi-agency response environment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAOPE007B Command agency personnel within a multi-agency (Fire specific)

PUAOPE016A Manage a multi team response (Fire specific)

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Take control	1.1 Control is established in accordance with designated responsibility/authority. 1.2 The identity of the controller is communicated to participating organisations/authorities and to relevant authorities/organisations pertinent to the emergency/incident situation. 1.3 The ***nature*** and complexity ***of the emergency***/incident is identified through liaison with relevant personnel/authorities.
2. Establish a control facility	2.1 An appropriate ***control facility is established*** in accordance with approved operating procedures and principles. 2.2 The establishment of the facility is communicated to participating and relevant personnel/authorities. 2.3 Communication systems and procedures are established to facilitate the functions of control.
3. Establish and maintain a control structure	3.1 A control structure is established appropriate to the nature and complexity of the emergency, encompassing specific roles and responsibilities of each participating organisation. 3.2 The control structure is expanded or contracted in response to changes within the emergency environment. 3.3 Control systems are managed ensuring flow of information is clear, accurate, timely and follows ***agreed reporting mechanisms.*** 3.4 Control systems are managed ensuring human, physical, fiscal and communication systems are identified, allocated and deployed in accordance with the control structure.

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ELEMENT	PERFORMANCE CRITERIA
	3.5 Control systems are managed ensuring accurate recording and reporting systems are established and maintained.
4. Establish procedures to permit control to be exercised	4.1 Control structure is communicated to participating organisations and relevant authorities/individuals who may have a regulatory or economic interest applicable to the emergency/incident. 4.2 Communication is implemented to provide an effective exchange between the controller and all organisations engaged in the emergency, supporting organisations, coordinator, higher authorities, media. 4.3 Liaison is initiated and maintained with those organisations that may provide information or ***resources*** applicable to the emergency/incident.
5. Assess the situation and determine priorities	5.1 Information about emergency is sought from participating organisations and relevant sources. 5.2 The nature, extent and potential of the emergency is continually assessed. 5.3 Relevant information is analysed and processed to establish priorities for dealing with the emergency/incident. 5.4 Desired objectives are determined to effectively manage the emergency/incident. 5.5 Objectives and priorities are continually reviewed in light of information updates, reports and feedback.
6. Develop control plan	6.1 Appropriate strategy(s) are determined to achieve objectives. 6.2 Components of the strategy are determined in consultation with organisations. 6.3 Control plan is documented in writing. 6.4 Control plan is communicated to relevant organisations following established procedures.
7. Implement control plan	7.1 Components of the strategy are allocated to operational and support organisations. 7.2 Performance is monitored and reports/feedback communicated through appropriate communication channels. 7.3 Control plan is monitored to meet changes in conditions and modifications are made where appropriate.
8. Conclude emergency activities	8.1 Recovery management is initiated. 8.2 Physical, human and fiscal resources are accounted

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ELEMENT	PERFORMANCE CRITERIA
	for.
	8.3 Debriefing requirements are met and operational control documentation is completed.
	8.4 Reports are produced as required.
9. Review emergency activities	9.1 Plans and procedures are evaluated and reviewed.
	9.2 Effectiveness of the control function and its interaction with command organisations is evaluated and documented.
	9.3 Reports are produced and communicated in accordance with established protocols.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accessing information and support from organisations
- application of relevant agreements
- codes of practice or other legislative requirements
- development of response plans including predicting consequences and identifying improvements
- effective and efficient use of human and physical resources including:
  - equipment and consumables
  - identification and correct use of equipment
  - materials
  - operative and non-operative personnel
  - personnel and external authorities
  - processes and procedures
- using a range of information technology devices including:
  - computers
  - radio frequency devices
  - electronic data exchange systems etc
- using tools and techniques to solve problems

Required Knowledge

- decision making
- emergency site layout
- knowledge of current principles and practices to conduct an activity which exercises elements of public safety management

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- operation of work systems and equipment
- security and confidentiality of material

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in effective assignment and monitoring of organisation allocated task(s):

- Analyse emergency situations both functionally and strategically
- Select, prioritise, implement and evaluate appropriate courses of action
- Strategically react to changes within the emergency environment
- Incorporate risk management and contingency processes
- Modify activities to cater for variations and changes in emergency contexts and environments
- Establish plans
- Describe consequences
- Complete tasks
- Identify improvements
- Apply precautions relevant to the task
- Hazard specific policies and procedures
- Issue resolution procedures
- Job procedures and work instructions
- Guidelines relating to safe use of machinery and equipment
- Quality assurance procedures (where existing)
- Privacy
- Confidentiality and security procedures
- Waste pollution and environmental management
- Recovery management processes
- Work completed systematically ensuring minimal damage to equipment and emergency site

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Assessment may occur in an operational environment or

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in an industry-approved simulated work environment.

Specific resources for assessment

Resources should involve access to, or simulation of, emergency situations in a multi-agency response environment This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Types of emergencies (imminent or actual) may include:

- natural events
- drought
- fire (forest
- grasslands
- urban)
- avalanche snow/ice/hail
- tsunami
- windstorm/tropical storm
- hurricane/typhoon
- biological
- extreme heat/cold
- flood/wind driven water
- earthquakes/land shifts
- volcanic eruption
- tornado/cyclone
- landslide/mudslide
- dust/sand storms
- lightning storm
- oil spills
- marine life rescue

Technological/industrial events may include:

- radiological accidents
- dam/levee failure
- fuel/resource shortages
- hazardous material releases
- explosions/fire
- transportation accidents
- building/structure collapse

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	• power/utility failure • extreme air pollution • strikes • business interruption • financial collapse • high rise or underground incidents • industrial accident and confined spaces
Civil/political events may include:	• economic • general strike • terrorism • sabotage • hostage situation(s) • civil unrest • eco-terrorism • enemy attack
Considerations in the determination of the nature extent and potential of an emergency may include:	• risk to life • risk to property • risk to environment • scope and scale of incident including likely duration of incident • resource availability • potential for changes in situation • topography • weather • speed of onset • hazard agent(s) • location • demography • magnitude • intensity
Resources may include:	• human-operations personnel • volunteers • support personnel • local • state/territory and federal governments • physical-equipment • machinery • vehicles • technology devices • communication devices • fiscal

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Information management system may include:	• data receival • recording • storage and dispatch modes • procedures and protocols • types of technology – electronic data exchange devices • audio and visual recording mechanisms • security and authorisation assignment
Control facility establishment procedures and principles may include consideration of:	• legislation • proximity to emergency/incident • size and type of structure • special incident requirements • communication modes • topography • environment • climatic conditions • logistical operations • site access and exit requirements • security requirements • equipment characteristics • support services • amenities • span of control
Communication processes and systems may include:	• designation of appropriate modes and channels of communication • communication responsibilities of personnel • radio communications • inter organisation liaison • data transfer • telecommunications • interpersonal communications
Participating and relevant organisations/authorities may comprise:	• emergency organisations • ancillary organisations • higher authorities • public • media • clients • government and semi government authorities and departments • witnesses • victims • occupational health and safety specialists

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- emergency management specialists
- service providers
- other analysts and other stakeholders

Agreed reporting mechanisms may include:

- authorisation distribution and developments of reports in accordance with regulatory and organisational requirements and may include:
  - media reports
  - ministerial reports
  - coronial reports
  - situation reports-within emergency
  - for external distribution-status reports
  - performance evaluations
  - legal reports
  - final reports
  - briefing papers

Activities controlled may include:

- operations
- planning
- logistics
- communications
- mapping
- aircraft
- information displays
- resourcing

Sources of information/documents may include:

- emergency procedures
- standard operating procedures
- relevant Australian or international documentation in disaster/emergency management
- organisational and workplace operating procedures and policies
- client requirements
- communications technology equipment
- oral, aural or signed communications
- personal and work area
- work procedures and practices
- evacuation procedures
- occupational health and safety procedures
- applicable State, Territory and Commonwealth legislation and regulations which relate to:
  - public safety
  - state of emergency
  - occupational health and safety regulations and

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legislation
    - Workplace Relations Act(s)
    - workers compensation
    - privacy and confidentiality legislation
    - freedom of information
    - environment protection legislation
- equal opportunity
- equal employment opportunity and affirmative action
- legislation
- standards and certification requirements
- quality assurance procedures
- memorandum of understanding/agreement
- conventions
- protocols
- policies
- codes of practice
- maps
- field reports

Unit Sector(s)

Not applicable.

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PUAOPE007B Command agency personnel within a multi-agency emergency response

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competence to command an organisation's personnel within a multi-agency emergency response environment.

Command is the internal direction of the members and resources of an organisation in the performance of the organisation's roles and tasks by agreement or in accordance with relevant legislation. Command operates vertically within an organisation.

Application of the Unit

This unit applies to Public Safety personnel who have a command role within their own organisation and are required to administer that command in a multi-agency response environment. It does not include the requirement to administer command of personnel from other agencies in a multi-agency response.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAOPE021A Control a Level 1 incident

PUAOPE015A Conduct briefings and debriefings (Fire specific)

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Take command	1.1 Command is exercised in accordance with organisation authority and guidelines. 1.2 The identity, location and contact details of the commander are communicated to internal personnel and to relevant external authorities/organisations/individuals pertinent to the emergency/incident.
2. Establish a command facility	2.1 An appropriate ***command facility*** is established and operated in accordance with organisational guidelines. 2.2 Details of the facility are communicated to internal personnel and to relevant external authorities/organisations/individuals as required.
3. Establish a command structure	3.1 A command structure is established appropriate to the nature and complexity of the task (s) undertaken by the organisation. 3.2 The command structure is expanded, contracted or modified in response to changes within the emergency environment.
4. Establish procedures to permit command to be exercised	4.1 Command structure is communicated to internal personnel and external authorities/individuals whom may have a regulatory interest applicable to the emergency/incident. 4.2 Command ***information management system*** is implemented. 4.3 Communication mechanisms and procedures are

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ELEMENT	PERFORMANCE CRITERIA
	implemented between levels of command in accordance with organisational guidelines.
	4.4 Liaison is established and maintained to meet control and command requirements.
	4.5 A public information system is established in accordance with control plan requirements.
5. Determine operational command plan	5.1 Tasks are received and/or determined in accordance with the control requirements.
	5.2 Operational command plan to implement strategies is developed and modified as required in accordance with organisational guidelines.
	5.3 Appropriate tactics to effectively manage the emergency/incident are identified in accordance with the operational command plan.
6. Manage resources under organisation command	6.1 ***Resources*** are deployed to ensure that the operational command plan is implemented in accordance with organisational guidelines.
	6.2 Human and physical resources are effectively managed to achieve command plan outcomes.
7. Manage operation(s)	7.1 Operations are conducted in accordance with the operational command plan.
	7.2 Significant changes in status and actions taken are reported consistent with organisational policy and procedures.
	7.3 Operations are redirected as required to meet changes in the conditions which affect the emergency/incident situation.
8. Conclude operation(s)	8.1 Physical, human and capital resources are accounted for in accordance with organisational guidelines.
	8.2 ***Debriefing*** requirements are met in accordance with organisational guidelines.
	8.3 Operational documentation is completed to organisation standards.
	8.4 Reports are produced as required.
9. Review operations	9.1 Plans and guidelines are evaluated and reviewed.
	9.2 Effectiveness of command and interaction with control is evaluated and documented.
	9.3 Reports are produced and communicated in accordance with established protocols.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accessing information and support from the control facility, other organisations' personnel and external authorities
- analyse emergency situations both functionally and strategically
- development of response plans including predicting consequences and identifying improvements
- effective and efficient deployment of human and physical resources including:
  - operative and non-operative personnel
  - materials
  - equipment and consumables
- effective deployment, monitoring and communication of organisation allocated task(s)
- identification and correct use of equipment
- implement response in accordance with organisational procedures and within bounds of authority
- incorporate risk management and contingency processes
- liaise effectively with emergency controller
- operation of work systems and equipment
- processes and procedures
- secure emergency/operations site
- select, prioritise, implement and evaluate appropriate strategies
- strategically react to changes within the emergency environment
- using a range of information technology devices including:
  - computers
  - radio frequency devices
  - electronic data exchange systems etc
- using tools and techniques to solve problems

Required Knowledge

- applications of relevant agreements
- code of practice or other legislative requirements
- emergency site layout
- identification and correct use of equipment
- knowledge of current principles and practices to conduct an activity which exercises elements of public safety management
- organisational command structure
- processes and procedures
- security and confidentiality of material

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in:

- Effective deployment, monitoring and communication of organisation allocated task(s)
- analysis of emergency situations both functionally and strategically
- selection, prioritisation, implementation and evaluation of appropriate strategies
- implementation of response in accordance with organisational procedures and within bounds of authority
- securing emergency/operations site
- strategic reaction to changes within the emergency environment,
- incorporation of risk management and contingency processes
- effective liaison with emergency controller and
- logging and recording all actions and decisions

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Assessment may occur in an operational environment or in an industry-approved simulated work environment.

Specific resources for assessment

Resources should involve access to or simulation of emergency situations in a multi-organisation response environment. This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for

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different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Types of emergencies (imminent or actual) may include:	• natural events • drought • fire (forest • range • urban) • avalanche snow/ice/hail • tsunami • windstorm/tropical storm • hurricane/typhoon • biological • extreme heat/cold • flood/wind driven water • earthquakes/land shifts • volcanic eruption • tornado/cyclone • landslide/mudslide • dust/sand storms • lightning storm • search and rescue • fauna rescues e.g. marine life rescue
Technological/industrial events may include:	• radiological accidents • dam/levee failure • fuel/resource shortages • hazardous material releases • explosions/fire • transportation accidents • building/structure collapse • power/utility failure • extreme air pollution • strikes • business interruption • financial collapse
Civil/political events may include:	• economic • general strike • terrorism • sabotage • hostage situation(s) • civil unrest • eco-terrorism

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Considerations in the determination of the nature, extent and potential of an emergency may include:	• enemy attack • risk to life • risk to property • risk to environment • scope and scale of incident including likely duration of incident • resource availability • potential for changes in situation • topography • weather • speed of onset • hazard agent location • demography
Resources may include:	• human-operations personnel • volunteers • support personnel • local • state/territory and federal governments • physical-equipment • machinery • vehicles • technology devices • communication devices • aviation and marine vessels
Information management system may include:	• data receival • recording • storage and dispatch modes • procedures and protocols • types of technology – electronic data exchange devices • audio and visual recording mechanisms • public/media information dissemination • security and authorisation assignment • recording and documenting of incident
Personnel support activities may include supply of:	• catering • sanitation • shelter • rest/relief counselling services • stress management services
Command facility establishment procedures and principles may include	• proximity to emergency/incident • size and type of structure • special incident requirements

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consideration of:	• communication modes • logistical operations • site access and exit requirements • security requirements • equipment characteristics • support services • amenities • parking • topography • environment • climatic conditions • logistical operations
Communication processes and systems may include:	• designation of appropriate modes and channels of communication • communication responsibilities of personnel • radio communications • inter organisation liaison • data transfer • telecommunications • interpersonal communications
Internal and external personnel and authorities may include:	• operational personnel • emergency organisations • ancillary organisations • higher authorities • public • media • clients • government and semi government authorities and departments • witnesses • victims • occupational health and safety specialists • emergency management specialists • service providers • other analysts and stakeholders
Support services may include:	• emergency agencies • water • gas and power agencies • welfare and counselling organisations • medical organisations • equipment suppliers • contractors

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- community service organisations
- land management agencies
- transport

Debriefing may include:

- critical incident stress debriefing
- performance evaluations
- operational analysis

Agreed reporting mechanisms will involve:

- authorisation
- distribution and development of reports in accordance with regulatory and organisational requirements and may include:
  - media reports
  - ministerial reports
  - coronial reports
  - situation reports-within emergency for external distribution-status reports
  - performance evaluations
  - legal reports
  - final reports
  - briefing papers

Activities controlled include:

- operations
- planning
- logistics
- communications

Sources of information/ documents may include:

- emergency procedures
- standard operating procedures
- maps
- field reports
- relevant Australian or international documentation in disaster/emergency management
- organisational and workplace operating procedures and policies
- client requirements
- communications technology equipment
- oral
- aural or signed communications
- personal and work area work procedures and practices
- evacuation procedures
- occupational health and safety procedures
- applicable state, territory, commonwealth legislation and regulations which relate to:
  - public safety

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    - state of emergency
    - occupational health and safety regulations and legislation
    - Workplace Relations Act(s)
    - workers compensation
    - privacy and confidentiality legislation
    - freedom of information
    - environment protection legislation
- equal opportunity
- equal employment opportunity and affirmative action legislation
- standards and certification requirements
- quality assurance procedures
- memorandum of understanding/agreement
- conventions
- protocols
- policies
- codes of practice

Unit Sector(s)

Not applicable.

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PUAOPE009C Navigate in an aquatic environment

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to navigate in an aquatic environment including inland rivers, lakes, dams, surf zones and oceans, using a range of navigation equipment and techniques while undertaking search and rescue.

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

Application of the Unit

The application of this unit in the workplace covers a range of open or closed water situations where a vessel (of varying sizes) is required to navigate.

The unit typically applies to personnel from emergency services and/or volunteer organisations or organisations where surveillance and rescue operations in open water are required.

The unit applies in an aquatic search and rescue operation to locate a vessel in distress under a variety of environmental conditions by day and at night.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine current location, destination and resources	1.1 Incident location and task information are obtained from vessel in distress or enterprise base station. 1.2 Relevant ***maps***/***charts***, electronic navigation aids and ***navigation equipment*** are prepared and ***made ready for use.*** 1.3 Drift, leeway and tidal influences are identified and recorded. 1.4 Current location and estimated destination of vessel in distress are plotted on a chart using coastal ***navigational techniques*** within ***accepted tolerances.***
2. Determine and plan a safe route/course	2.1 Operational plan is compiled, including intercept and rendezvous chart work. 2.2 All plots are recorded on a chart allowing for variables and weather conditions in accordance with organisational standard operating procedures. 2.3 Rescue vessel's speeds within the sea and weather conditions are estimated and allowances are made to provide an estimated time of arrival. 2.4 Hazards en-route to the incident area are researched to determine a safe route/course.
3. Navigate to destination	3.1 Route/course is checked, monitored and maintained using navigational aids and ***alternate route***/***course*** is plotted if required. 3.2 Helmsman is instructed to follow planned route/course, and crew look outs are instructed to report any sightings, including other marine traffic.

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Regular fixes are continued to determine rescue vessel's position relative to the planned route. 3.4 Search and rescue patterns are initiated if required within the incident area where distressed vessel or survivors are believed to now be located. 3.5 En-route and arrival position reporting information is communicated to enterprise base in accordance with organisational policies and ***procedures.***
4. Return to home port	4.1 Course to return to home port with distressed vessel in tow or with survivors aboard is set, on resolution of incident requirements. 4.2 Navigational techniques are used to ensure a safe and timely return to home port or alternate port as instructed by state/territory authorities.
5. Complete post navigational activities	5.1 Navigation or nominated ***reports*** are completed in accordance with organisational policies and procedures. 5.2 Navigational equipment is recovered, reset, updated and serviced according to operational standards and manufacturers' specifications.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively non-verbally (use hand signals, write instructions)
- communicate effectively verbally
- identify natural and cultural features for transport modes
- interpret cartographic symbology including contour lines, scale, magnetic variation information
- interpret route/course and arrival information
- observe situational environment (scan, pick up on physical cues)
- operate a radio system
- operate an intercom system
- operate appropriate sized rescue vessel
- operate chart plotter
- operate global positioning system (GPS)
- operate RADAR
- operate RDF

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- operate satellite phones from search and rescue authority
- solve problems
- use navigation aids

Required Knowledge

- cartographic information
- chart features (date of map/chart, legend/AUS5011, contours/depth, scale/latitude and longitude, north point/compass rose, grid references/position fixes, latitude and longitude, magnetic variation, contour intervals, datum information)
- chart symbols
- coastal navigation techniques
- course planning techniques and calculations
- latitude and longitude plotting
- local knowledge of area en-route and at the incident scene
- map and chart types
- methods for determining current position

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • plot a navigation route maintaining accuracy within accepted tolerances when following a route • maintain positional awareness. • effectively react to changes in the operating environment necessitating re-planning a course. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments that include a variety of conditions, seas, winds, weather and visibility.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an actual incident, exercise or simulation or series of tasks using electronic aids. As navigation of rescue operations is usually undertaken in adverse weather and sea conditions assessment must cover the environmental conditions covered in the

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	Range Statement. **Specific resources for assessment** Access is required to: • equipment used in operational navigation is essential • rescue vessel fitted with RADAR • GPS chart plotters • communications room • operations centre with trained staff
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Maps/charts may include:	• Aerial photographs • Cadastral maps • Local authority maps • Marine navigational charts • Orthophoto maps • Satellite imagery • Street directories • Topographic maps
Navigation equipment may include:	• Area plotters

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	• Chart plotters • Communications equipment • Computers • Deviation card • Douglas protractor • Geographical information systems (GIS) • GPS • Hand held compass • Interface with auto pilot • Magnetic compasses • Navigator's Log Book • Parallel rulers • Pencil and rubbers • Planimeters • Protractors • RADAR • Romers • Scale rules • Sliding rulers • Vessels compass • Watch/stopwatch • Writing equipment
Making charts, navigational aids and equipment ready for use may include:	• Delineating search areas to incorporate set and drift • Identifying hazards (reefs, bars, shallow water, rocks) • Planning intercept and rendezvous courses • Plotting incident location (latitude and longitude)
Navigational techniques may include:	• Bearings and reciprocal bearings • Deviation and variation magnetic conversions • GPS way points • Grid and latitude/longitude position fixing • Intercept and rendezvous courses • Plotting • RADAR use • Route time calculations • Running fixes • Set and drift allowances • Transits
Accepted tolerance may include:	• Fuel carried • Prevailing weather and environmental conditions • Vessel category and distance
Alternate route/course	• Changing route to suit sea conditions, state of tide,

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strategies may include:	and areas which contain hazards to safe navigation • Dispatching additional vessels • Transferring those injured to helicopter rescue at an appropriate location more suited to the time restraints that may exist • Using vessels in the local area
Organisational arrival procedures include:	• Condition of survivors and the need for first aid and movement to health care professionals updates and situational reports (SITREPs) • Confirmation of timely, safe arrival appropriate to the incident/task • Determining existence of hazards such as proximity to rocks and shallow water, trailing lines, broken rigging, anchored or drifting
Reporting requirements may include:	• Assessing safety procedures utilised • Attending and providing input to debrief • Back at home port • Completing incident report, radio logs records and vessel logs including fuel used and lost/damage report • Completing operational tasks • Disseminating debriefing report • Position reports as per organisation's standard operating procedures • Pre-departure briefing • SITREPs on arrival and regular updates thereafter or immediately on the occurrence of a further event

Unit Sector(s)

Not applicable.

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PUAOPE010C Operate an automated external defibrillator in an emergency

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to operate an automated external defibrillator (AED) to defibrillate a casualty in an emergency situation.

This unit includes advanced techniques for management of the administration of an AED in line with the requirements of the Australian Resuscitation Council and State and Territory regulatory bodies. The unit also involves working with personnel who are engaged in the resuscitation of the casualty.

Cardio pulmonary resuscitation is covered in the prerequisite unit PUAEME001B Provide emergency care.

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

Application of the Unit

The application of this unit in the workplace covers administration of an AED according to a medically endorsed protocol, working with or without other personnel while engaged in the resuscitation of a casualty.

The unit is typically relevant for personnel from emergency services and/or volunteer organisations or organisations that provide a medically supervised first aid service.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

PUAEME001B Provide emergency care

OR

HLTFA201B Provide basic emergency life support

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess casualty and develop management plan	1.1 ***Hazards*** are identified, minimised and if possible removed, in accordance with state/territory ***regulatory requirements***
	1.2 ***Casualty*** is reassured and positioned in a suitable position
	1.3 Evaluation of ***signs and symptoms*** is undertaken to determine the casualty's condition
	1.4 Casualty's condition is analysed to determine treatment requirements
	1.5 Management plan is developed based on the results of the casualty assessment and the availability of equipment
	1.6 Medical aid is arranged as soon as possible, consistent with maintaining casualty safety
2. Check equipment	2.1 ***Pre-use check*** of safety and potential effectiveness of equipment is undertaken in accordance with operating procedures, Australian Standards and regulatory requirements
	2.2 Minor faults are diagnosed and repairs are carried

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ELEMENT	PERFORMANCE CRITERIA
	out to restore equipment to working order in accordance with organisational procedures
	2.3 Faults and defects are ***reported***/***recorded*** in accordance with organisational procedures
3. Attach and operate equipment	3.1 Equipment is set up in accordance with manufacturer's instructions
	3.2 AED is attached and operated as per manufacturer's guidelines and safety procedures
	3.3 Work is undertaken cooperatively with person conducting resuscitation techniques
4. Recover and restore equipment	4.1 Equipment is cleaned, discarded or disinfected, restocked and/or replenished in accordance with organisational procedures and manufacturer's guidelines
	4.2 Equipment is charged, stored and safeguarded against damage or loss in accordance with organisational procedures
	4.3 Reports are completed and submitted to appropriate personnel

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively
- manage self and own work
- manage time
- participate as a team member
- use resuscitation equipment and techniques

Required Knowledge

- Australian Resuscitation Council standards
- circulatory system
- common cardiac rhythms
- defibrillation safety
- duty of care
- effective adherence of pads
- electrical action of the heart
- management of COAD/CAL casualties

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- mechanical action of the heart
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- positioning of electrodes pads
- precautions for safe storage and handling of defibrillator resuscitation and kits - specifications
- principles of operation and troubleshooting
- relevant Australian Standards
- relevant state/territory legislative and regulatory requirements
- respiratory system
- roles and responsibilities of team members
- SAED basic operations
- safety precautions
- shock delivery protocols
- shockable rhythms
- techniques for maintenance and battery changes
- verbal and non-verbal communication techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • apply safe work practices while using an AED • manage the situation in a calm and orderly manner and to take every action to ensure the safety and comfort of the casualty. **Consistency in performance** Competency should be demonstrated over time across a range of emergency situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in a simulated emergency situation. Simulation should recreate realistic emergency situations in which the individual is exposed to the full range of hazards and is placed under the same pressures and timelines associated with operating a an AED in an emergency situation.

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	Specific resources for assessment Access is required to: • defibrillation equipment/kit • appropriate resuscitation manikin • suitable site or training area to simulate an emergency situation
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazards include:	• contact with patient during defibrillation • conductive surfaces (water, fluids, metal) • explosive environments (oxygen, gases, fumes) • unstable environment
Regulatory requirements may include:	• Australian Resuscitation Council requirements • relevant state/territory regulatory requirements
Casualties may include:	• adults • children over 8 years old/25 kg
Signs and symptoms may include:	• casualty history • details of incident • medical history

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Equipment may include:	• physical appearance • vital signs • gauze wipes • gloves • razors • resuscitation masks • SAED equipment used for delivery of external defibrillation • shears • spare AED pads • spare battery
Pre-use check may include:	• battery life • environmental factors that affect operation • existence of suitable prominent warnings about precautions to be observed • for damage or malfunctions • pad use by date • to replenish and/or restore
Reporting/recording faults and defects may include:	• filling out and processing standard forms • verbal communication

Unit Sector(s)

Not applicable.

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PUAOPE011B Inspect property and facilities

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This competency standard specifies the outcomes required to inspect various types of property for conditions and compliance with approved requirements. It requires the ability to communicate effectively with those involved in the inspection process, and to have a clear understanding of methods for carrying out and reporting the results of a property inspection.

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

Application of the Unit

This unit applies to workers who engage with the broader community as compliance building inspectors. While developed specifically with a public safety compliance framework, this unit could be applied in a range of industries and roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify inspection requirements	1.1 Purpose and ***type of inspection*** is established from property records in accordance with client and ***organisational requirements.***
	1.2 ***Inspection processes*** and timelines are negotiated and agreed with ***relevant people*** in accordance with organisational requirements.
	1.3 ***Property documentation*** and ***legislative requirements*** are specified, gathered and reviewed to identify critical aspects requiring inspection.
	1.4 Access arrangements are coordinated with relevant people in accordance with organisational requirements.
2. Inspect property	2.1 Property is inspected in accordance with industry and organisational requirements, ensuring all relevant aspects of the property are sighted and noted.
	2.2 Inspection processes are reliable and make efficient use of available time and resources in accordance with organisational requirements.
	2.3 Appropriate ***interpersonal techniques*** are used to access relevant information from ***inspection site*** personnel.
	2.4 Variations in compliance with approved requirements are recognised and noted in accordance with organisational and legislative requirements.
	2.5 Situations requiring ***specialist advice*** are identified and assistance sought as required in accordance with organisational requirements.
3. Record and report inspection findings	3.1 Inspection findings are organised in a format suitable for analysis and dissemination in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	client and organisational requirements.
	3.2 Inspection conclusions are supported by ***verifiable evidence*** and are consistent with relevant legislative and organisational requirements.
	3.3 ***Business equipment*/*technology*** is used to maintain relevant documentation in accordance with applicable OHS, legislative and organisational requirements.
	3.4 Inspection report is distributed promptly to relevant people in accordance with client and organisational requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- organisational skills to:
  - plan and arrange a property inspection
  - schedule and meet timelines
- communication skills to:
  - interpret written and oral information
  - complete documentation and report findings
  - negotiate client requirements and access arrangements
- observation skills to:
  - assess condition of property
- technical skills to:
  - use business equipment to complete reports
  - interpret maps/plans/diagrams etc
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Required Knowledge

- organisational and professional procedures, ethical practices and business standards
- OHS issues and requirements
- EEO, equity and diversity principles
- limitations of work role, responsibility and professional abilities
- relevant Acts and regulations

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- BCA requirements
- types of property classes and characteristics
- basic knowledge of property contracts and administrative requirements
- inspection methods for different property types

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Conducting and completing a property inspection within agreed timeframes and in compliance with all applicable industry, legal and organisational requirements.
- Applying effective communication and coordination techniques required to access property and organise inspection.
- Complying with established inspection processes, noting any variations in approved property requirements, and preparing findings in a report suitable for analysis and dissemination.

Consistency in performance

Competency will need to be demonstrated over a period of time reflecting the scope of the role.

Where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the ability of the person to assess competence.

All assessment which is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time.

Context of and specific resources for assessment

Context of assessment

Assessment can be through a simulated project based activity and must include evidence relating to each of the elements in this unit, covering all activities from identifying inspection requirements to undertaking a property inspection and reporting the findings.

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Evidence must include relevant property documentation including notes from at least two property inspections and copies of the property inspection reports.

Specific resources for assessment

- A registered provider of assessment services
- Competency standards
- Assessment materials and tools
- Suitable site for property inspection
- Workplace documentation
- Candidate special requirements
- Cost/time considerations

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Type of inspection may be:

- statutory
- planned
- periodic
- irregular
- at change of use
- at development stage
- related to a complaint
- related to illegal works and/or usage

Clients may include:

- property owners
- property agents
- tenants
- building supervisors
- project managers
- agents
- government and legal instruments/agencies

Organisational requirements may be outlined and reflected in:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- policies and procedures in relation to client service
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards, codes of practice

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- complaints and dispute resolution procedures
- ohs policies, procedures and programs
- quality and continuous improvement processes and standards

Inspection processes may relate to:

- timeframes
- statutory limitations
- the type of job
- the complexity of construction
- the type of construction

Relevant people may include:

- supervisors
- site personnel
- colleagues
- clients
- legal representatives
- industry professionals and associations

Property documentation may include:

- contracts
- permits
- building codes
- licences
- specifications
- agreements
- plans
- checklists
- previous inspection reports

Legislative requirements may be outlined and reflected in:

- relevant commonwealth/state/territory legislation which affect organisational operation:
  - ohs
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination and diversity
  - Australian standards, quality assurance and certification requirements
- codes of practice which may cover areas including: the market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas, electricity), contract or common law
- award and enterprise agreements
- trade practices
- privacy requirements
- strata, community and company titles

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	• tenancy agreements • home building requirements
Interpersonal techniques may relate to:	• verbal or non-verbal language • two-way interaction • constructive feedback • active listening • questioning to clarify and confirm understanding • accurately interpreting non-verbal and verbal messages • the use of language and concepts appropriate to cultural differences • clear and concrete presentations of options • culturally inclusive and sensitive engagement techniques
Inspection site may include:	• new buildings • alterations • existing buildings • ruinous structures • dangerous structures • environmental conditions • multiple locations • land and/or structures
Specialist advice may be sought from:	• valuers • planners • builders • sub-contractors • technical experts • government officials • industry professionals and associations • manager/supervisor • colleagues
Verifiable evidence may include:	• qualitative/quantitative data • visual assessment of the physical and aesthetic aspects of the property • inspection checklists, records and notes
Business equipment/technology may include:	• computers • e-mail • internet/extranet/intranet • facsimile machines • printers • photocopiers • data storage devices

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- software applications such as databases, word applications
- scanners

Unit Sector(s)

Not applicable.

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PUAOPE012A Control a Level 1 incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to control a Level 1 incident through the use of local or initial response resources.

This unit includes the competency to proceed to the incident, to assess the incident, to plan and implement an operational response and post-response activities.

A Level 1 incident is characterised by being able to be resolved through the use of local or initial response resources only. In a Level 1 response the major function is operations, that is, to resolve the incident.

Control of the incident is limited to the immediate area and therefore the operations function can usually be carried out by the Incident Controller. Being relatively minor, the other functions of planning and logistics will generally be undertaken concurrently by the Incident Controller.

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

Application of the Unit

This unit applies to people responsible for:

- developing an Incident Action Plan
- achieving the incident objective
- providing a safe work environment
- managing the incident as effectively and efficiently as circumstances allow
- keeping relevant people informed and aware of incident progress.

The authorisation to control a Level 1 incident is subject to organisational policies and procedures.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive incident response request	1.1 Requests for ***response*** are received and dealt with in accordance with ***organisational policies and guidelines.***
	1.2 Relevant ***incident*** information is obtained and assessed to inform decision making processes.
	1.3 Location of the incident and most appropriate route to the incident are ascertained.
2. Proceed to incident	2.1 Personnel, equipment and ***transport*** resources are dispatched promptly, consistent with the nature of the incident and information available.
	2.2 Communication is established and maintained.
	2.3 Appropriate route to the incident is followed to minimise response time.
	2.4 En route ***hazards*** are recognised and negotiated to minimise risk.
	2.5 Observations are made en route to assist with ***incident assessments.***

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Multi-vehicle response is conducted in accordance with organisational procedures.
	2.7 Arrival at the incident is confirmed according to organisational policies and procedures.
3. Assess the incident	3.1 ***Communications*** are established in accordance with organisational policies and procedures.
	3.2 Initial assessment of the incident is carried out promptly.
	3.3 Hazards or potential hazards are assessed and monitored so that they are minimised or controlled.
	3.4 ***Resources*** are assigned to deal with the incident.
	3.5 Need for additional resources is identified and resources are requested in accordance with organisational policies and procedures.
	3.6 Actions are taken to protect, secure and preserve incident scene where required.
	3.7 Incident potential is assessed and transition to a Level 2 incident is considered.
4. Establish and maintain control	4.1 Control and command are established in accordance with legislation, and organisational policies and procedures.
	4.2 ***Incident Action Plan*** (***IAP***) appropriate to incident situation is developed based on available information and organisational procedures.
	4.3 Strategies and tactics are determined and tasks are allocated to appropriate personnel.
	4.4 Incident personnel are briefed clearly, accurately and in a timely manner.
	4.5 Relevant incident information is communicated to ***key stakeholders.***
	4.6 IAP is implemented, continually monitored, reported on and reviewed in the light of additional information and is communicated in accordance with organisational policies and procedures.
	4.7 Appropriate resources are deployed to deal with the incident.
	4.8 Response is adjusted in a timely manner.
	4.9 Leadership, supervision and ***team welfare*** are provided to ensure performance and practice are to operational standards.
	4.10 Changes to the IAP are communicated to relevant personnel and organisations.

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ELEMENT	PERFORMANCE CRITERIA
5. Conclude operation	5.1 Final incident assessment is conducted in accordance with organisational procedures. 5.2 Incident actions and decisions are recorded in accordance with organisational policies and procedures. 5.3 Incident is concluded in accordance with organisational requirements.
6. Supervise post-response activities	6.1 Welfare of team members is assessed and appropriate action is taken. 6.2 Equipment cleaning, repair, storage and replenishment is supervised. 6.3 Debriefing requirements are met. 6.4 Post incident reports are prepared to organisational requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assess risks and apply safe work practices
- communicate effectively
- conduct an incident assessment
- conduct briefings and debriefings
- deploy personnel and equipment to deal with the incident
- develop and maintain incident situational awareness
- make and implement decisions
- use communication equipment

Required Knowledge

- agency policies and procedures for determining the Control Authority and Incident Controller
- agency procedures for establishing control and communicating to relevant authorities
- agency protocols for liaising with stakeholders and media on scene
- Australasian Inter-service Incident Management System (AIIMS) structure and principles
- briefing/debriefing requirements
- current navigational practices to perform navigation
- occupational health and safety (OH&S) agency safe work practices, and health and

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welfare arrangements at incidents
- organisational incident management system
- organisational policies and procedures relating to operations (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisational process for developing IAP objectives, strategies and tactics for a Level 1 incident
- organisational process for developing, implementing, monitoring and reviewing IAP for a Level 1 incident
- procedures for protecting and preserving an incident scene and recording requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • develop, implement and monitor an IAP to effectively deal with an incident • direct and supervise incident control activities • maintain situational awareness. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an actual or simulated workplace environment. **Specific resources for assessment** Access is required to: • simulation of Level 1 incidents in a response environment • relevant transport, communications equipment.

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EVIDENCE GUIDE

Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

When dealing with aircraft response, ***performance*** may be affected by:	• Airstrip length requirements • Engine type-piston • Fire behaviour • Load capacity • Pilot ability • Range • Task • Terrain • Twin/single engine • Turbine • Weather • Wing configuration
When dealing with aircraft response, ***suitability*** may be affected by:	• Communications systems availability • Pilot local knowledge • Range

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When dealing with aircraft response, ***supervising of aircraft management procedures*** include:	• Speed • Take off capability • Visibility • Aircraft separation - vertically and horizontally • Direction • Fire Common Traffic Advisory Frequency (F-CTAF) • Height separation • Inbound/outbound calls • Temporary restricted space
Organisational policies and guidelines may vary between sectors and organisations and may include:	• Civil Aviation Orders and requirements • Environmental management and sustainability • Incident management systems • Interagency liaison • Legislation • Operational policies, procedures and standards • Procedures, requirements • Search and rescue time/procedures/action
Incidents may include:	• Accident • Animal and marine mammal rescue • Crime • Fire • Flood • Hazardous substances and dangerous goods • Public disorder • Rescues • Searches • Storm
Transport may include:	• Aviation • By foot • Horses • Maritime • Rail • Vehicular on-road and off-road
Hazards may include:	• Adverse weather • After-dark operations • Civil unrest • Crowds • Dangerous goods and hazardous substances • Debris • Difficult terrain

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	• Fire behaviour • Hazardous trees • Interference to communications • Level of visibility • Masts/aerials • Other aircraft • Powerlines and cables • Restricted areas • Road conditions • Smoke • Structural collapse • Terrain and topography • Tidal and flood behaviour • Traffic • Wildlife
Incident assessments may include:	• Access and egress • Adequacy of allocated equipment • Capability of assigned personnel • Climatic and weather conditions • Crowds • Disruption to essential services • Evacuation zones • Hazards/no go areas • Information gathered from existing plans/databases • Installed fire protection • Nature, type and size of incident • Risk to life, property and environment • Type and construction of building
Communications may include:	• Audible alarms/whistles • Computer • Distress signal units • Facsimile • Ground to air • Hand signals • Mobile data terminal • Pager • PA equipment • Radio • Telephones • Verbal and written instructions
Resources may include:	• Aircraft (rotary- and fixed-wing) • Equipment

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	• Materials • Maps • Navigation aids • Personnel trained for the task • Protective clothing • Pumps • Vehicles, vessels, aircraft and machinery
Incident Action Plan may include:	• Accommodation and welfare arrangements • Air Operations Plan • Communications Plan • Incident objectives • Information on alternative or fallback strategies • Information Plan for dissemination of information to all stakeholders • Information regarding the necessary logistical arrangements • Management structure if established • Maps or site plans of the incident • Medical Plan and consideration of OH&S issues • Statement of current situation and predictions of the incident's likely development (including key risk exposures) • Strategies to achieve defined incident objectives • Structural chart • Timings of meetings and changeovers • Traffic management • Written or mental plan
Key stakeholders may include:	• Affected individuals • Community groups • Media • Other agencies
Team welfare may include:	• Fatigue management • Physical needs such as refreshments • Physical stress • Psychological stress

Unit Sector(s)

Not applicable.

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PUAOPE013A Operate communications systems and equipment

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to transmit and receive communications in routine and operational situations using the organisation's communications systems and equipment.

Application of the Unit

This unit applies to a person who is required to operate an organisation's communications systems and equipment in support of the tasks they are undertaking. This work may occur either in the field or from a facility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use communications systems and equipment	1.1 ***Communications equipment*** and techniques including ***verbal communications*** and ***voice procedures***, are selected to best meet the task, context and needs of the situation 1.2 Equipment is operated safely to support communications consistent with organisational policies and procedures 1.3 ***Communications system*** is correctly utilised to facilitate transmission and reception
2. Transmit and receive communications	2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisational policies and procedures 2.2 Contact is acknowledged, communication is confirmed and action is initiated 2.3 Communication faults and deficiencies are reported according to organisational policies and procedures 2.4 Alternative communications strategies are employed according to organisational procedures to address identified faults and deficiencies in communication 2.5 Communication is processed and recorded in accordance with organisational policies and procedures
3. Maintain communications equipment	3.1 Communications equipment is inspected to ensure operational readiness 3.2 Fault finding techniques are applied and basic maintenance is conducted according to organisational policies and procedures 3.3 Faulty equipment is identified and noted for repair, and documentation is completed in accordance with organisational procedures

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- maintain communications equipment according to organisational procedures
- operate the different communications equipment required by the organisation
- report communication faults and deficiencies according to organisational procedures
- use verbal communication procedures consistent with the organisation's communications system
- utilise the organisation's communications processes and systems

Required Knowledge

- organisational policies and procedures relevant to the operation of communications equipment (such as relevant legislation; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisation's communications system
- range of communications equipment available to the organisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • use communications equipment under non-operational and operational conditions • accurately transmit and receive communications using the organisation's communications systems and equipment. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environmentor in an industry-approved multi-agency simulated workplace environment. **Specific resources for assessment**

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	Access is required to: • relevant communications equipment.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communications equipment may include:	• Computers • Facsimiles • Pagers • Radio • Signalling devices • Telephones (mobile, landline and satellite)
Verbal communications procedures may include:	• Call signs • Coded messages • Emergency procedures • Phonetic alphabet • Pro-words • Use of abbreviations
Voice procedures may include:	• Corrections • Pitch • Repetitions • Rhythm

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Communications systems may include:	• Sentences • Speed • Volume • Communication protocols • Communications software • Organisation's networks • Verbal communication procedures

Unit Sector(s)

Not applicable.

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PUAOPE014A Navigate to an incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to navigate to an incident in urban and rural environments.

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

Application of the Unit

This unit applies to a person who is required to make decisions about the most appropriate route to an incident. This involves determining the current location of personnel, destination and resources required; determining and planning the route; navigating to the destination; and completing any post-navigating activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine current location, destination and resources	1.1 ***Incident and task information*** is obtained. 1.2 Relevant ***navigational maps*** and ***navigation equipment*** are gathered and checked. 1.3 Positional information and navigation techniques are applied to plot positions on a map and to determine current location and destination within ***accepted tolerances.***
2. Determine and plan a safe route	2.1 Navigation plans are prepared according to organisational practices. 2.2 Maps, ***navigation techniques***, ***map features***, local and ***environmental conditions*** are interpreted to determine and plan a safe and timely route. 2.3 ***Potential access restrictions*** which may limit thoroughfare are identified and arrangements are made to gain access in accordance with organisational policies, practices and regulatory requirements.
3. Navigate to destination	3.1 Navigation plans and navigation aids are used to maintain compliance with planned route. 3.2 Indicated route is ***communicated*** and followed as required. 3.3 Current location is regularly verified within accepted tolerances. 3.4 Route is modified to address prevailing conditions and, if required, ***alternate route strategies*** are initiated. 3.5 Unanticipated access difficulties are reported in accordance with organisational policies and procedures. 3.6 En route and arrival reporting information is

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ELEMENT	PERFORMANCE CRITERIA
	communicated using ***communications systems*** as required, in accordance with organisational policies and procedures.
4. Complete post navigational activities	4.1 ***Reporting requirements*** are completed in accordance with organisational policies and procedures. 4.2 Navigational equipment and aids are recovered, reset, updated, serviced and stored according to operational standards and manufacturer's specifications.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate verbally
- identify natural and cultural features for transport modes
- solve problems
- use maps and navigation aids

Required Knowledge

- cartographic symbols and legends
- grid/magnetic conversion
- map and chart types
- methods for determining current location
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- route planning techniques and calculations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • plot a navigation route accurately and within accepted tolerances when following a route • maintain positional awareness • react effectively to changes in the operating environment that require re-planning of a course • demonstrating navigation to an incident in urban and/or rural locations. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an actual incident, exercise or simulation or series of tasks required to demonstrate competence including demonstrating navigation to an incident in urban and/or rural locations. **Specific resources for assessment** Access is required to: • equipment used in operational navigation
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for

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different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Incident and task information may include:	• Areas of probability • Data gathering • En route and arrival information • Establishing radii • Flood height predictions • Nature of incident • Plotting fire fronts • Rates of fire line constructions • Search operation
Navigational maps may include:	• Aerial photographs • Cadastral maps • Emergency service maps • Local authority maps • Navigational charts • Satellite imagery • Street directories • Topographic maps
Navigation equipment may include:	• Area plotters • Communications equipment • Computers • Geographical information systems (GIS) • Global positioning systems (GPS) • Magnetic compasses • Protractors • Romers • Scale rules • Watch/stopwatch • Writing equipment
Accepted tolerances may include:	• Prevailing weather and environmental conditions • Relating the margin of error allowable as determined by the nature of the task/incident terrain
Navigation techniques may include:	• Bearings and back bearings • Defining or plotting incident location • Delineation of search areas • Grid and latitude/longitude conversions • Identifying features • Magnetic conversions • Planning access and egress routes • Plotting and calculation of areas subject to hazard

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	impact such as flood inundation, fire damage • Resection and triangulation • Route-time calculations
Map features include:	• Cartographic symbols and legends • Contour intervals • Contours • Cultural information • Date of map • Datum information • Eastings and northings • Grid references • Hill shading • Latitude and longitude • Legend • Magnetic variation • North point/s • Scale • Transport routes • Vegetation types
Environmental conditions may include:	• Atmospheric conditions • Fire • Flood • Hazardous goods and dangerous materials • Need to match transportation mode to terrain • Road conditions including vehicle height and/or width clearance requirements • Seasonal factors such as snow, ice extreme heat • Storm damage • Time of day
Potential access restrictions may include:	• Agency and regulatory requirements • Aboriginal and Torres Strait Islander sacred sites • Hazardous areas • Military areas • Other areas of cultural significance • Other areas requiring permission and/or authorisation to enter • Seasonal factors • Wilderness areas
Communicating indicated route may include:	• Hand signals • Verbal instructions • Written instructions
Alternate route strategies	• Lost procedures

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may include:	• Use of additional/alternate vehicles
Communications systems may include:	• Intercom system • Internet based systems • Radio system • Telephone systems
Reporting requirements may include:	• Completion of organisational documentation • Input to debriefs • Journal records • Pre-departure briefing • Situational reports

Unit Sector(s)

Not applicable.

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PUAOPE015A Conduct briefings and debriefings

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to lead and manage a briefing and a debriefing.

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

Application of the Unit

This unit applies to people who are required to conduct briefings and debriefings in operational and non-operational situations in a range of environments.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare for the briefing and debriefing	1.1 ***Content and format*** for briefing and debriefing are determined. 1.2 Briefing and debriefing plan is prepared in accordance with organisational policies and procedures. 1.3 ***Relevant personnel*** involved in the ***activity*** are identified and informed of briefing and debriefing requirements. 1.4 ***Safe and appropriate location*** for the briefing and debriefing is selected.
2. Conduct the briefing and debriefing	2.1 Purpose and structure of the briefing and debriefing is outlined to incident personnel. 2.2 Understanding is sought and clarifications are provided, where required. 2.3 Contributions from personnel during the debriefing and evaluation by personnel of their anticipated or actual roles in the activity is encouraged. 2.4 Briefing and debriefing is ***conducted*** in accordance with organisational policies and procedures. 2.5 Briefing and debriefing ***checklist*** is used as appropriate.
3. Conclude the briefing and debriefing	3.1 Contributions of personnel are acknowledged in a positive way. 3.2 ***Briefing and debriefing follow-up action*** is identified and acted upon in a timely manner. 3.3 Debriefing activity is reviewed against the policies, practices and training of the organisation to identify opportunities for continuous improvement and to identify lessons learnt. 3.4 Briefing and debriefing findings are summarised and recorded, if appropriate, in a format suitable for ***subsequent action*** by appropriate personnel.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate clearly in a group setting
- lead and manage group processes
- prepare briefing and debriefing plans
- provide feedback and encourage contributions from group members

Required Knowledge

- organisational policies
- organisational procedures for activity briefing and debriefing
- practices and training processes in relation to activity

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • communicate effectively with personnel • elicit and encourage contributions to the briefings and debriefings in a constructive and positive way **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed conducting briefings and debriefings in a variety of actual and/or simulated workplace contexts. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified

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	assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Content and format for briefing and debriefing may include:	• Collaborative • Descriptive illustrative • Facilitator led • Level of language used • Predetermined (SMEAC) • Problem based
Briefing and debriefing plan may include:	• Appropriate incident information collected prior to undertaking operational activities • Location • Methodology • Participants • Purpose • Subject matter • Timing
Organisational policies and procedures may include:	• Briefing and debriefing formats • Legislation relevant to the operation/incident/response • Legislation relevant to the organisation • Operational, corporate and strategic plans • Operational performance standards • Operational policies and procedures • Organisational personnel and occupational health and safety practices and guidelines • Organisational quality standards

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	• Organisation's approach to environmental management and sustainability
Relevant personnel may include:	• Contractors • Local, state/territory and federal government employees • Operations personnel • Support personnel • Volunteers • Other agency personnel
Activity may include:	• Incidents • Meetings • Public safety campaigns
Safe and appropriate locations may vary according to:	• Ambient conditions (noise, light, smell) • Distractions • Timing of the briefing and debriefing which may be before, during or following an activity • Weather • Whether briefing and debriefing is under operational or non-operational conditions
Briefing and debriefing may be conducted:	• After a meeting/event • As soon as possible following an incident • At convenient time after the incident • At regular intervals • At shift change over • Immediately after the incident • Prior to undertaking training • Prior to undertaking workplace projects and other work related activities • When incident personnel have been relieved • When personnel return to their home base • When significant changes are anticipated at an incident
Briefing and debriefing checklist may include:	• Control and command • Communications • Damage • Equipment and plant • Fatalities • First aid and medical • Incident background • Incident response • Injuries • Loss

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	• Resources committed to the incident • Strategies to improve response • Stress • Supporting organisations • Welfare
Briefing and debriefing follow-up action may include	• Action taken to address issues identified • Informing participants on the outcomes of the debriefing
Subsequent action may include	• Reporting to appropriate supervisor or agency • Reviewing procedures

Unit Sector(s)

Not applicable.

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PUAOPE016A Manage a multi-team sector

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Fire specific prerequisites removed.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to manage a multi-team response to incidents which may be time critical and/or potentially threatening to life, property or the environment.

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

Application of the Unit

This unit typically applies to Sector/Division Commanders and Level 1 Operations Officer who are responsible for:

- implementing their portion of the Incident Action Plan (IAP)
- allocating resources within their sector
- reporting on incident situation, the progress of operations, emerging risks and the status of resources within the sector
- maintaining situational awareness

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct an assessment of the incident	1.1 Initial briefing is obtained 1.2 ***Risk assessment*** of all factors relevant to the sector is conducted 1.3 ***Resources*** required to deal with the ***incident*** are identified 1.4 ***Constraints*** which may impede the response are identified 1.5 ***Initial response options*** are identified and assessed
2. Take command of the sector	2.1 Command of all sector personnel is assumed and maintained in accordance with ***organisational policies and procedures*** 2.2 ***Communications systems*** are used in accordance with organisational policies and procedures 2.3 Reporting processes are activated in accordance with organisational policies and procedures to provide continuous monitoring and evaluation of incident
3. Implement operations portion of the IAP	3.1 ***IAP*** is communicated to teams in accordance with organisational guidelines 3.2 Resources are deployed to ensure operations portion of the IAP is implemented in accordance with organisational guidelines 3.3 Operations are conducted and ***monitored*** in accordance with IAP 3.4 Operational reports are issued in accordance with organisational policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
	3.5 Operations are modified as required by the situation
4. Manage and monitor sector operations	4.1 Sector is managed is accordance with agency workplace policies
	4.2 Safe work practices, health and welfare arrangements are implemented and monitored
	4.3 Strategies are implemented and tactics are determined in accordance with IAP
	4.4 Team leaders are briefed and tasked in accordance with the IAP
	4.5 Specific tasks are reviewed and modified as required
	4.6 Regular exchange of information is maintained with Operations Officer on incident situation, progress, achievement of incident, objectives and emerging risks
	4.7 All unexpected situations that require a quick and decisive response are recognised and responded to in accordance with operational requirements and procedures
	4.8 Reports are provided to Operations Officer on required modification to the IAP, additional resources required, surplus resources and hazards present
	4.9 Need for additional resources and logistical support is identified and communicated to Operations Officer
	4.10 Activities are coordinated with adjacent sectors
5. Manage post incident operations	5.1 Resources are accounted for and demobilised in accordance with organisational policies and procedures
	5.2 Post operational ***documentation*** is completed to organisational requirements
	5.3 Sector debrief is conducted in accordance with organisational guidelines
	5.4 Recommendations are made for changes in policies and procedures

Required Skills and Knowledge

Required Skills:

- access information and support from the control facility

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- brief and debrief personnel
- develop and maintain incident situational awareness
- effectively and efficiently deploy human and physical resources
- identify and correctly use equipment
- lead teams
- make decisions, negotiate and resolve conflict
- manage resources

Required Knowledge:

- agency procedures for managing operations
- Australasian Inter-service Incident Management System (AIIMS) structure
- codes of practice and legislation
- emergency site layout
- equipment and personnel capabilities for incident type
- focus of operation of work systems and equipment
- IAP (objectives, strategies and tactics) and development of appropriate tactics
- industrial awards and agreements, and agency personnel practices and guidelines
- organisational command structure
- post operational procedures
- processes for implementing, monitoring, amending and reviewing tactics
- reporting and recording requirements

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • assess effectiveness of strategies and tactics on sector • implement relevant part of the IAP for the sector • adapt tactics, where required • provide reports to operational supervisor. • Consistency in performance • Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	Context of assessment Competency should be assessed in an operational environment or in an industry-approved simulated workplace environment. Specific resources for assessment Access is required to: • emergency situations or simulation of emergency situations, in a multi-team response environment

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	• equipment, personnel, facilities etc. appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

Risk assessment may include:	• Adequacy of allocated equipment • Capability of assigned personnel • Forecasts • Hazards • Information gathered from existing plans/databases • Meteorological profiles • Property and environment • Risk to life • Type of incident

Resources may include:	• Aircraft
	• Amenities
	• Communication devices
	• Equipment characteristics
	• Human:
	  • operations personnel
	  • specialised personnel such as aviation authorities
	  • support personnel/services

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	• volunteers
	• Local, federal and state/territory governments
	• Parking
	• Physical:
	  • aircraft
	  • equipment
	  • machinery
	  • material
	  • safety equipment
	  • vehicles
	• Technology devices

Incidents may include:	• Life threatening situations
	• Protection of property and the environment
	• Risks to life and property such as:
	  • biological agents
	  • fauna rescue
	  • fire
	  • flood
	  • hazardous materials
	  • landslip
	  • severe storm

Constraints may include:	• Aboriginal and Torres Strait Islander sacred sites • Constraints on road closure • Existing emergency management plans • Financial • Hazardous areas • Legislative • Military areas • Other areas requiring permission and/or authorisation to enter • Other areas of environmental and cultural significance • Prevailing weather • Redirection of water course • Resources • Restrictions on duration of work or the conditions under which personnel may be employed • Seasonal factors • Time • Wilderness areas
Initial response options will	• Availability of resources and estimated outcome

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be determined by:	• Legislative requirements • Organisational guidelines • Regulatory authorities
Organisational policies and procedures may include:	• Civil Aviation Orders • Corporate and strategic plans • Legislation relevant to the operation/incident/response • Legislation relevant to the organisation • Operational performance standards • Operational procedures • Organisational performance standards • Organisational personnel practices and guidelines • Organisational quality standards • Organisation's approach to environmental management and sustainability • Procedures/action • Search and rescue time procedures and action
Communications systems may include:	• Computer • Facsimile • Mobile data terminal • Pager • Radio • Satellite • Signage • Signalling • Telephone • Warnings
IAP may include:	• Area or region • Aims and objectives of the response/incident/operation • Consideration or aircraft type • Contingencies and alternatives • Coverage of one or more places • Document (formal or informal) • Flight plans • Limitations • Monitoring and evaluative procedures • Part of an overall plan • Performance and suitability • Possible strategies to achieve objectives • Possible tactics to implement strategies • Pre-plans

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Monitoring of operations may include:	• Reporting requirements • Resources required including their availability • Progress against plan • Utilisation of resources and potential of incident • Welfare of personnel
Documentation may include:	• Assessment of safety procedures utilised • Completion of logs • Financial statements • Input to debriefs • Journal records • Post-operational report • Situational reports

Unit Sector(s)

Not applicable.

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PUAOPE017A Coordinate resources for a multi-agency incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to bring together organisations and other resources to support an incident.

Incidents that require such resource coordination are typically Level 3 incidents, which are characterised by degrees of complexity that may require the establishment of divisions for effective management of the situation. These incidents will usually involve delegation of all functions.

This unit also coves the systematic acquisition and application of organisational, human and equipment resources in an incident.

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

Application of the Unit

This unit applies to people who perform the role of emergency coordination at a Level 3 incident.

The authorisation to perform this role is subject to emergency state/territory emergency management arrangements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Commence coordination	1.1 Coordination arrangements are invoked in accordance with agreed authority/responsibility. 1.2 ***Coordination function*** is ***established*** within an Incident Control Centre or facility in consultation with Incident Controller. 1.3 Coordination arrangements are communicated to participating organisations and to relevant authorities/organisations pertinent to the ***type of incident.***
2. Establish and maintain a coordination network	2.1 ***Coordination network*** and structure is established appropriate to the nature and complexity of the incident . 2.2 Coordination network is integrated with the control and command activities to meet the objectives of the control plan using ***communications processes and systems*** as required. 2.3 Coordination network is expanded, contracted or modified in response to changes within the incident environment.
3. Manage resource requirements in accordance with control requirements	3.1 ***Resources*** are ***identified*** through the coordination network and external providers/authorities which may be appropriate to control requirements including ***sources of information and/or documents.*** 3.2 Resources are ***acquired*** to meet the requirements of the ***Incident Action Plan*** and ***Recovery Plan***

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ELEMENT	PERFORMANCE CRITERIA
	including ***personnel support*** activities. 3.3 Resources are supplied to meet operational requirements within negotiated timeframes. 3.4 Allocation of resources is monitored to ensure operational effectiveness and to confirm additional requirements.
4. Conclude coordination activities	4.1 An ***audit*** is undertaken to ensure resources are acquired and supplied in a cost-effective and efficient manner (where applicable) according to ***standard procedures.*** 4.2 Resources released from the incident are returned to providers as appropriate.
5. Review coordination	5.1 ***Debriefings*** are conducted to evaluate coordination effectiveness using ***consultative processes*** where appropriate. 5.2 Reports are produced as required and communicated in accordance with established protocols and ***agreed reporting mechanisms.***

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access information and support from the control facility
- apply relevant agreements, codes of practice or other legislative requirements
- communicate with colleagues and stakeholders effectively
- deploy human and physical resources effectively and efficiently
- implement coordination plans including predicting consequences and identifying improvements
- manage logistics
- use a range of information technology devices including computers
- use equipment
- use tools and techniques to solve problems

Required Knowledge

- control and organisation command structure
- electronic data exchange systems
- focus of operation of work systems and equipment
- incident site layout

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- other organisations' personnel and external authorities
- principles and practices to conduct an activity which exercises elements of public safety management
- radio frequency devices
- resources including operative and non-operative personnel, materials, equipment and consumables
- security and confidentiality of material

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • implement coordination response in accordance with control plan and within bounds of authority • identify, select, prioritise, implement and evaluate appropriate strategies for the acquisition and deployment of resources in accordance with control and command plan requirements • analyse resource requirements in accordance with present and future control requirements • implement and maintain an effective communication system both internal and external to an incident • monitor the deployment of resources in meeting control requirements • maintain procurement and workplace records • strategically react to changes within the incident environment • incorporate risk management and contingency processes • evaluate performance of coordination in meeting the requirements of control • modify activities to cater for variations and changes in incident contexts and environments • apply underpinning knowledge and skills when establishing plans • describe consequences • complete tasks • identify improvements • apply safety precautions relevant to the task • show evidence of application of relevant workplace

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	procedures including hazard policies and procedures, issue resolution procedures, job procedures and work instruction guidelines relating to the procurement of resources, quality assurance procedures (where in existence), privacy, confidentiality and security procedures, waste, pollution and environmental management recovery processes. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environment or in an industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to: • incidents or simulation of incidents, in a multi-agency response environment • equipment, personnel, facilities appropriate to the incident and within the bounds of responsibility as designated within the requirements of the Incident Controller
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Establishing coordination function may include considering:	• Amenities • Communication modes • Equipment characteristics • Logistical operations • Parking • Proximity to incident • Security requirements • Site access and exit requirements • Size and type of structure • Special incident requirements • Support services

Type of incident (imminent or actual) may include:	• Civil/political incidents such as:
	  • civil unrest
	  • economic
	  • eco-terrorism
	  • enemy attack
	  • general strike
	  • hostage situation/s
	  • sabotage
	• terrorism
	• Marine rescue
	• Natural events such as:
	  • avalanche snow/ice/hail
	  • biological
	  • drought
	  • dust/sand storms
	  • earthquakes/land shifts
	  • extreme heat/cold
	  • fire (forest, grassland, urban)
	  • flood/wind driven water
	  • hurricane/typhoon
	  • landslide/mudslide
	  • lightning storm
	  • pandemic
	  • tornado/cyclone
	  • tsunami

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	• windstorm/tropical storm • volcanic eruption • Rescue • Search • Technological/industrial incidents such as: • building/structure collapse • business interruption • dam/levee failure • explosion/fire • extreme air pollution • financial collapse • fuel/resource shortages • hazardous material releases • hazardous material spills • power/utility failure • radiological accidents • strikes • transportation accidents
Coordination network may include:	• Community services organisations • Contractors • Equipment suppliers • Gas and power agencies • Land management agencies • Local, state/territory and commonwealth government authorities • Medical organisations • Operative and support organisations • Other emergency organisations • Water • Welfare and counselling organisations
Communications processes and systems may include:	• Audio and visual recording mechanisms • Communication responsibilities of personnel • Data retrieval • Data transfer • Designation of appropriate modes and channels of communication • Inter organisation liaison • Interpersonal communications • Procedures and protocols • Radio communications • Recording

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	• Security and authorisation assignment • Storage and dispatch modes • Telecommunications • Types of technology - electronic data exchange devices
Resources may include:	• Communication devices • Equipment • Local, state/territory and commonwealth governments • Machinery • Operations personnel • Support personnel • Technology devices • Vehicles • Volunteers
Identifying and acquiring resources may include:	• Cost benefit analysis • Geographical analysis • Logistics • Networking • Supply-demand financial analysis

Sources of information and/or documents may include:	• Applicable state, territory, commonwealth legislation and regulations which relate to:
	  • codes of practice
	  • conventions
	  • freedom of information
	  • environment protection
	  • equal employment opportunity and affirmative action
	  • equal opportunity
	  • memorandum of understanding/agreement
	  • occupational health and safety (OH&S)
	  • policies
	  • privacy and confidentiality legislation
	  • procurement procedures
	  • protocols
	  • public safety
	  • quality assurance procedures
	  • standards and certification requirements
	  • state of emergency
	  • workers compensation
	  • workplace relations

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	• Communications technology equipment • Client requirements • Emergency procedures • Evacuation procedures • OH&S procedures • Oral, aural or signed communications • Organisational and workplace operating procedures and policies • Personal and work area procedures and practices • Relevant Australian or international documentation in disaster/emergency management • Standard operating procedures
Incident Action Plan may include:	• Accommodation and welfare arrangements • Communications Plan • Incident objectives • Information on alternative or fallback strategies • Information Plan for dissemination of information to all stakeholders • Information regarding the necessary logistical arrangements • Management arrangements, including establishment of sectors and divisions • Management structure if established • Maps or site plans of the incident • Medical Plan and consideration of OH&S issues • Resources to be allocated to each division and sector • Statement of current situation and predictions of the incident's likely development (including key risk exposures) • Strategies to achieve defined incident objectives • Structural chart depicting the personnel in the incident management arrangements, including establishment of sectors and divisions • Timing of meetings and changeovers • Traffic management
Recovery Plan may include:	• Re-establishment of infrastructure • Rehabilitation • Relocation of members of the public
Personnel support activities may include supply of:	• Catering • Medical • Rest/relief counselling services • Sanitation • Shelter

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Audit may comprise:	• Stress management services • Damage reports • Reconciliation • Supply cost • Supply mechanisms
Standard procedures may include:	• Australian Standards • Defence Instructions • Doctrine pamphlets • Job guides, other publications • Manufacturers' handbooks, industry specifications and technical instructions • OH&S regulations • Organisational policies and procedures • Procedure manuals • Relevant local government byâ€‘laws • Relevant state/territory or commonwealth legislation • Routine Orders • Standing Operating Procedures • Standing Orders • Written and verbal orders
Debriefings may include:	• Financial analysis • Logistics • Operational analysis • Performance evaluation • Supply-demand
Consultative processes may include:	• Clients • Emergency management specialists • Emergency organisations • Higher authorities • Media • OH&S specialists • Other professional or technical staff and/or organisations • Public

Agreed reporting mechanisms will involve:	• Authorisation
	• Distribution and development of reports in accordance with regulatory and organisational requirements and may include:
	  • briefing papers
	  • coronial reports
	  • final reports
	  • legal reports

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- media reports
- ministerial reports
- performance evaluations
- situation reports - within incident for external distribution
- status reports

Unit Sector(s)

Not applicable.

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PUAOPE018A Control a Level 2 incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to control a multi-team response to an incident, to undertake a scene assessment, and to plan and implement an operational response and post-response activities. A person performing this role has the title of Incident Controller.

Level 2 incidents are complex either in size, resources or risk. They are characterised by the need for:

- deployment of resources beyond initial response

OR

- sectorisation of the incident

OR

- establishment of functional sections due to the levels of complexity (e.g. operations and planning)

OR

- a combination of the above

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

Application of the Unit

This unit applies to a Level 2 Incident Controller who is responsible for managing a response to a Level 2 incident through the use of internal and external resources.

A Level 2 Incident Controller is responsible for:

- developing an Incident Action Plan to control the incident

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- establishing effective liaison and cooperation with all relevant persons, including the affected community, external to the incident
- managing the incident as effectively and efficiently as circumstances allow
- establishing systems and procedures for the safety, health and welfare of all persons working at the incident.
- The authorisation to control a Level 2 incident is subject to organisational policies and procedures

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish control	1.1 Control is established in accordance with ***organisational policies and procedures.***
	1.2 Identity of the Incident Controller is communicated to participating organisations/authorities.
	1.3 Communications systems are activated in accordance with organisational policies and procedures.
	1.4 Command and control ***facilities*** are ***established.***
2. Conduct an assessment	2.1 ***Required information*** to manage the ***incident*** is

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ELEMENT	PERFORMANCE CRITERIA
of the incident	sought and obtained, including ***operational briefing*** from the previous Incident Controller, if appropriate. 2.2 Risk assessment of all factors impacting on the response is conducted. 2.3 Key people and relevant support agencies are identified and notified, and communication channels are established to allow required exchange of information. 2.4 ***Resources*** required to deal with the incident are identified. 2.5 ***Constraints*** which may impede the response are identified. 2.6 Relevant information is analysed and processed to establish priorities for dealing with the incident. 2.7 Actions are taken to protect, secure and preserve incident scene, where required. 2.8 Incident potential is assessed and transition to a Level 3 incident is considered.
3. Establish and maintain a control structure	3.1 Incident management structure appropriate to the incident is established and functions are delegated . 3.2 Control structure is scaled up or down in response to changes within the emergency environment. 3.3 Reporting processes are activated in accordance with organisational policies and procedures, to provide continuous ***monitoring*** and evaluation of incident.
4. Develop Incident Action Plan	4.1 ***Incident Action Plan*** (***IAP***) is developed and adjusted if required in accordance with response requirements and operational guidelines. 4.2 IAP is updated for the next shift, if required.
5. Implement Incident Action Plan	5.1 IAP is communicated to teams in accordance with organisational guidelines. 5.2 Resources are requested, acquired and deployed to ensure IAP is implemented in accordance with organisational guidelines. 5.3 ***Operations*** are ***monitored*** in accordance with IAP. 5.4 Operational ***reports*** are gathered in accordance with organisational policies and procedures.
6. Maintain control of incident	6.1 Briefings and planning meeting requirements with IMT and ***key personnel*** are met. 6.2 Incident Management Team support is maintained. 6.3 Information is provided to community and other

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ELEMENT	PERFORMANCE CRITERIA
	stakeholders. 6.4 Incident records are maintained in accordance with organisational guidelines.
7. Conclude incident activities	7.1 Support requirements for recovery management are provided as required. 7.2 Resources are accounted for and demobilised in accordance with organisational policies and procedures. 7.3 ***Operational debriefing*** is conducted in accordance with organisational guidelines. 7.4 ***Welfare of team members*** is assessed and appropriate action is taken.
8. Manage post incident operations	8.1 Post operational documentation is completed to organisational requirements. 8.2 Effectiveness of operations is evaluated and documented. 8.3 Recommendations are made for changes in policies and procedures where applicable.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access information and support from the control facility
- deploy human and physical resources effectively and efficiently including electronic data exchange systems, equipment and consumables, other organisations' personnel
- develop IAPs including predicting consequences and identifying improvements
- identify and use correctly equipment and materials
- use a range of information technology devices including computers
- use tools and techniques to solve problems

Required Knowledge

- agency work systems and equipment
- Australasian Inter-service Incident Management System (AIIMS) structure and principles
- codes of practice and legislation
- crime scene contamination
- current principles and practices in response activities

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- emergency management plans
- emergency site layout
- organisational command structure
- processes and procedures
- relevant agreements
- roles and responsibilities of involved organisations, e.g. crime scene establishment
- security and confidentiality of material
- team and personnel management

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • control an incident • approve plans and strategies (such as the IAP) to control the incident • establish effective liaison and cooperation with all relevant persons, including the affected community, external to the incident • manage the incident as effectively and efficiently as the circumstances allow • establish systems and procedures for the safety, health and welfare of all persons working at the incident. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environment or in an industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to: • Level 2 incidents or simulation of Level 2 incidents, in a multi-agency response environment • equipment, personnel, facilities appropriate to a Level 2 incident and within the bounds of

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	responsibility
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisational policies and procedures may vary between sectors and organisations and may include:	• Civil aviation orders • Corporate and strategic plans • Environmental management and sustainability • Legislation and regulations relevant to the operation/ incident/response • Legislation relevant to the organisation • Organisational personnel practices and guidelines • Organisational quality standards • Operational performance standards • Operational procedures • State/territory emergency management arrangements
Command facilities may include:	• Field facility such as an existing airfield, helipads or established operations centre
Establishing command facilities may include:	• Climatic conditions • Communication modes • Environment • Logistical operations

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Assessment of the incident may include:	• Proximity to incident
	• Security arrangements
	• Site access and exit requirements
	• Size and type of structure
	• Special incident requirements
	• Topography
	• Adequacy of allocated equipment
	• Capability of assigned personnel
	• Hazards
	• Information gathered from existing plans/databases
	• Meteorological profiles and forecasts
	• Predictions
	• Predictions of the incident's likely development including key risk exposures:
	  • life
	  • environment
	  • property

Required information may include:	• Type of incident
	• Advice/information from:
	  • safety Advisor
	  • technical specialists
	• Briefing from previous Incident Controller
	• Information from other organisations, witnesses or observers on scene
	• Organisational documentation

Incidents may include:	• Accident • Animal and marine mammal rescue • Crime • Fires • Flood • Hazardous substances and dangerous goods • Public disorder • Rescues • Searches • Storms
Operational briefings/debriefings may include:	• Alternative strategies and the economic, social, public health and environmental risks associated with each • Arrangements for record keeping • Arrangements in place to facilitate planning function • Current and expected resourcing at the incident • Current and projected situation

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	• Current arrangements for information dissemination • Current incident objectives, strategies and their rationale • Key risk exposures • Opportunity to clarify understanding

Resources may include:	• Aircraft
	• Amenities
	• Equipment
	• Equipment characteristics
	• Human:
	  • operations personnel
	  • support personnel
	• volunteers
	• Local, state/territory and federal governments
	• Material
	• Parking
	• Personnel
	• Physical:
	  • communication devices
	  • equipment
	  • machinery
	  • technology devices
	  • vehicles/vessels
	• Safety equipment
	• Specialised personnel such as aviation authorities
	• Support services

Constraints may include:	• Aboriginal and Torres Strait Islander sacred sites • Constraints on road closure • Existing emergency management plans • Financial • Hazardous areas • Legislative • Military areas • Other areas of environmental and cultural significance • Other areas requiring permission and/or authorisation to enter • Prevailing weather • Redirection of water course • Restrictions on duration of work or the conditions under which personnel may be employed • Resources

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	• Seasonal factors • Time • Wilderness areas
Monitoring may include:	• Assessment of safety procedures utilised • Completion of organisational documentation • Financial statements • Input to debriefs • Journal records • Post-operational report • Situational reports
Incident Action Plan may include:	• Accommodation and welfare arrangements • Communications Plan • Incident objectives • Information on alternative or fallback strategies • Information Plan for dissemination of information to all stakeholders • Information regarding the necessary logistical arrangements • Management arrangements, including establishment of sectors and divisions • Management structure if established • Maps or site plans of the incident • Medical Plan and consideration of occupational health and safety issues • Resources to be allocated to each division and sector • Statement of current situation and predictions of the incident's likely development (including key risk exposures) • Strategies to achieve defined incident objectives • Structural chart depicting the personnel in the incident management arrangements, including establishment of sectors and divisions • Timings of meetings and changeovers • Traffic management
Monitoring operations may include:	• Environmental impacts • Progress against plan • Utilisation of resources and potential of incident • Welfare of personnel
Key personnel may include:	• Community organisations • Local, state/territory and federal government representatives • Media • Other emergency services organisations

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Welfare of team members may include:	• Fatigue management • Physical needs such as refreshments • Physical stress • Psychological stress

Unit Sector(s)

Not applicable.

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PUAOPE019A Control a Level 3 incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to take and establish control of a Level 3 incident.

A Level 3 incident is characterised by degrees of complexity that may require the establishment of divisions for the effective management of the incident.

Control refers to the overall direction of emergency management activities at an incident. Authority for control is established in legislation or in an emergency plan and carries with it the responsibility for tasking other organisations in accordance with the needs of the situation. Control relates to situations and operates horizontally across organisations.

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

Application of the Unit

This unit applies to a Level 3 Incident Controller responsible for:

- management of all activities undertaken to control an incident
- establishment of systems and procedures for the safety and welfare of personnel at the incident
- management of the interface with organisations and people working outside the incident management structure
- management of the interface with organisations, communities and people affected, or likely to be affected, by the incident

The authorisation to control a Level 3 Incident is subject to organisational policies and procedures.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish control	1.1 Control is established in accordance with designated responsibility/authority. 1.2 Identity of the controller is communicated to participating organisations/authorities and to relevant authorities/organisations pertinent to the emergency/incident situation. 1.3 ***Nature***, extent and potential of an incident is identified through liaison with relevant personnel/authorities.
2. Establish a control facility	2.1 Appropriate ***control facility*** is ***established*** in accordance with approved operating procedures. 2.2 Establishment of the facility is communicated to participating and relevant personnel/authorities. 2.3 ***Communications systems and procedures*** are established to facilitate the functions of control.
3. Establish and maintain a control structure	3.1 Control structure is established appropriate to the nature and complexity of the emergency,

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ELEMENT	PERFORMANCE CRITERIA
	encompassing specific roles and responsibilities of each participating organisation.
	3.2 Control structure is scaled up or down in response to changes within the emergency environment.
	3.3 Flow of information is managed ensuring accurate recording and reporting mechanisms are established and maintained.
	3.4 Control systems are ***identified*** and managed in accordance with the control structure.
4. Establish procedures to permit control to be exercised	4.1 Control structure is communicated to participating organisations and relevant authorities/individuals who may have a regulatory or economic interest applicable to the emergency/incident.
	4.2 Communication is implemented to provide an effective exchange between the controller and all organisations engaged in the emergency, supporting organisations, coordinator, higher authorities, media.
	4.3 Liaison is initiated and maintained with organisations that may provide information or ***resources*** applicable to the emergency/incident.
5. Assess the situation and determine priorities	5.1 Information about incident is sought from participating organisations and relevant sources.
	5.2 Community and environmental risks are identified.
	5.3 Relevant information is analysed and processed to establish priorities for dealing with the incident.
	5.4 Incident objectives are determined, utilising consultation where appropriate and are communicated within and external to the incident.
	5.5 Need for immediate provision of assistance to the public and for recovery management is considered and appropriate support and recovery agencies are notified.
	5.6 Objectives are continually reviewed in light of information updates, reports and feedback.
6. Develop an Incident Action Plan	6.1 Appropriate strategies are determined to achieve objectives.
	6.2 Components of strategies are determined in consultation with organisations.
	6.3 ***Incident Action Plan*** (***IAP***) is documented in writing.
7. Maintain control of incident	7.1 Incident planning and logistics support is maintained.

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ELEMENT	PERFORMANCE CRITERIA
	7.2 Situation systems are provided to the control organisation. 7.3 Planning meeting is conducted with Incident Management Team and key agency commanders. 7.4 ***Information is provided to community*** and other stakeholders with an emphasis on public safety. 7.5 Communication to community and other stakeholders is accurate and is delivered in a timely manner using appropriate strategies. 7.6 Incident records are maintained in accordance with organisational guidelines.
8. Implement an Incident Action Plan	8.1 Strategies are implemented through delegation within the control structure and allocation to supporting organisations. 8.2 IAP is monitored to meet changes in conditions and modifications are made where appropriate. 8.3 IAP is communicated to ***relevant organisations*** following established procedures.
9. Conclude incident activities	9.1 Support requirements for recovery management are provided as required. 9.2 Physical, human and fiscal resources are accounted for. 9.3 Debriefing requirements are met and operational control documentation is completed. 9.4 Reports are produced as required.
10. Review incident activities	10.1 Plans and procedures are evaluated and reviewed. 10.2 Effectiveness of the control function and its interaction with command organisations is evaluated and documented. 10.3 Reports are produced and communicated in accordance with established protocols.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access information and support from organisations

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- apply relevant agreements
- use human and physical resources effectively and efficiently including equipment and consumables, identification and correct use of equipment, materials
- use tools and techniques to solve problems

Required Knowledge

- accountabilities (including outcomes and human and physical resource management)
- application of safety factors and safe operating procedures
- Australasian Inter-service Incident Management System (AIIMS) incident control structure and principles
- codes of practice or other legislative requirements
- decision making processes
- disaster and emergency management arrangements
- emergency management communications requirements
- emergency site layout options
- IAP process for a Level 3 incident
- national and state/territory agreed industry protocols
- national and state/territory based coordination arrangements
- operation of work systems and equipment
- operative and non operative personnel
- organisational processes and procedures
- personnel and external authorities
- radio frequency devices
- risk management processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • establish and maintain control for the effective management of the incident • effectively assign and monitor organisation allocated task/s • analyse incidents both functionally and strategically • select, prioritise, implement and evaluate appropriate courses of action • strategically react to changes within the emergency environment

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	• incorporate risk management and contingency processes • implement risk assessment processes • modify activities to cater for variations and changes in emergency contexts and environments • approve plans and strategies to control the incident • initiate recovery arrangements • describe consequences • complete tasks • identify improvements • apply safe work practices • show evidence of application of relevant workplace procedures including: • hazard policies and procedures • issue resolution procedures • job procedures and work instruction guidelines relating to the procurement of resources • quality assurance procedures (where existing) • privacy • confidentiality and security procedures • waste, pollution and environmental management recovery processes • complete work systematically ensuring minimal damage to equipment and environment. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environment or in an industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to: • Level 3 incidents or simulation of Level 3 incidents, in a multi-agency response environment • equipment, personnel, facilities appropriate to a Level 3 incident and within the bounds of the Incident Controller's responsibility
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter

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supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Nature of the incident (imminent or actual) may include:

- Biological
- Civil/political events such as:
  - civil unrest
  - economic
  - eco-terrorism
  - enemy attack
  - financial collapse
  - general strike
  - hostage situation/s
  - sabotage
  - strikes
  - terrorism
- Fire (forest, range, urban)
- Natural events such as:
  - avalanche snow/ice/hail
  - drought
  - dust/sand storms
  - earthquakes/land shifts
  - extreme heat/cold
  - fauna rescue (e.g. marine life rescue)

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	• flood/wind driven water • hurricane/typhoon • landslide/mudslide • lightning storm • search and rescue • tornado/cyclone • tsunami • volcanic eruption • windstorm/tropical storm • Technological/industrial events such as: • bio-hazards • building/structure collapse • business interruption • dam/levee failure • explosions/fire • extreme air pollution • fuel/resource shortages • hazardous material releases • power/utility failure • radiological accidents • transportation accidents
Establishing control facility may include consideration of:	• Amenities • Climatic conditions • Communication modes • Equipment characteristics • Legislation • Logistical operations • Proximity to emergency/incident • Safety requirements • Security requirements • Site access and exit requirements • Size and type of structure • Span of control • Special incident requirements • Support services • Topography
Communications systems and procedures may include:	• Communications planning • Communications responsibilities of personnel • Data transfer • Designation of appropriate modes and channels of communication

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	• Inter organisation liaison • Interpersonal communications • Radio communications • Telecommunications
Identifying control systems may include:	• Communications systems • Fiscal • Human • Information flow, e.g. media • Physical • Political
Agreed reporting mechanisms may include:	• Authorisation, distribution and developments of reports in accordance with regulatory and organisational requirements and may include: • briefing papers • final reports • for external distribution-status reports • legal reports • media reports • ministerial reports • performance evaluations • situation reports-within emergency
Resources may include:	• Aircraft • Communications devices • Equipment • Fiscal • Local, state/territory and federal governments • Machinery • Operations personnel • Support personnel • Technology devices • Volunteers • Vehicles
Incident Action Plan may include:	• Accommodation and welfare arrangements • Communications Plan • Incident objectives • Information on alternative or fallback strategies • Information Plan for dissemination of information to all stakeholders • Information regarding the necessary logistical arrangements • Management arrangements, including establishment of sectors and divisions

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	• Management structure if established • Maps or site plans of the incident • Medical Plan and consideration of occupational health and safety issues • Resources to be allocated to each division and sector • Risk assessment based on current and predicted circumstances • Safety concerns and actions for mitigating risk • Statement of current situation and predictions of the incident's likely development (including key risk exposures) • Strategies to achieve defined incident objectives • Structural chart depicting the personnel in the incident management arrangements, including establishment of sectors and divisions • Timings of meetings and changeovers • Traffic management
Providing information to the community may include:	• Advice about evacuation • Emergency warnings • Relocation • Situation update
Relevant organisations may include:	• Ancillary organisations • Clients • Community groups • Emergency management specialists • Emergency organisations • Government and semi government authorities and departments • Higher authorities • Media • Occupational health and safety specialists • Other analysts and other stakeholders • Public • Service providers • Victims • Witnesses

Unit Sector(s)

Not applicable.

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PUAOPE020A Lead a crew

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to lead a small team to perform operational tasks at an incident.

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

Application of the Unit

This unit applies to personnel who are responsible for ensuring that tasks allocated to their team are effectively and efficiently carried out.

This work is typically undertaken under the supervision of an Operations Officer, Sector Commander, Strike Team Leader or Task Force Leader.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare crew for tasks	1.1 Initial briefing is obtained from Operations Officer or other designated supervisor in accordance with the Incident Action Plan (IAP). 1.2 Additional information, ***equipment and resources*** are obtained as required. 1.3 Crews are briefed and tasks are allocated.
2. Lead crew to perform tasks	2.1 Tasks are implemented as directed by Operations Officer or other designated supervisor in accordance with the IAP. 2.2 Progress towards completion of tasks is ***monitored*** and tasking are adjusted as necessary. 2.3 ***Reports*** are provided to supervisor as per instruction. 2.4 ***Communication is maintained*** with supervisor, crew members and other personnel in the work area. 2.5 Safety, health and well being of crew members is monitored and appropriate action is taken where required.
3. Conclude tasks	3.1 Completion of tasks is reported to designated supervisor. 3.2 Crew and equipment are made ready for further tasks. 3.3 Crew is debriefed in accordance with organisational requirements. 3.4 ***Documentation*** is completed in accordance with organisational requirements.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- brief and debrief crew members
- communicate effectively with crew members
- identify and correctly use equipment
- perform relevant operational tasks
- provide reports
- use communication equipment

Required Knowledge

- agency work practices and guidelines
- communication flow requirements of sector to operations officer or sector personnel
- organisational command structure
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- reporting requirements
- resource management responsibilities and systems (safe deployment and recording)
- risk assessment principles
- occupational health and safety (OH&S) requirements and procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • understand briefings and communication requirements and convey these to crew members • allocate tasks to crew members to achieve required outcomes • monitor and report on progress **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.

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Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Equipment and resources may include:	• Communication devices • Consumable materials • Food and drink • Machinery • Response equipment • Safety equipment • Vehicles
Monitoring of progress may include:	• Progress against plan • Utilisation of resources and incident behaviour • Welfare of personnel
Reports may include:	• Changes in incident behaviour • Incident situation • Progress of tasks • Safety risks
Incidents may include:	• Fire • Flood • Hazardous materials • Landslip

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Communication may be maintained by:	• Severe storm • Mobile data terminal • Radio • Signalling • Talking face-to-face • Telephone
Documentation may include:	• Completion of logs • Input to debriefs • Work times of crew members

Unit Sector(s)

Not applicable.

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PUAOPE021A Manage information function at an incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to manage the information function within the Incident Management Team.

The information function prepares and disseminates timely, accurate and relevant incident information to a range of stakeholders including community, government, media, incident personnel and their organisations, as well as other organisations.

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

Application of the Unit

A person performing this role has the title of Information Officer and is delegated responsibility for the:

- collection and dissemination of accurate incident information to meet the needs of stakeholder groups, the community, the media; for internal use within the incident control structure and for involved and affected organisations
- regular provision of timely, accurate and relevant information to stakeholders

The community includes both the local community directly affected by an incident, as well as the broader community.

The authorisation to perform this role is subject to organisational policies and procedures.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish the Information Unit	1.1 ***Initial briefing*** and information required to establish the Information Unit (Unit) is sought and obtained from the ***supervisor.***
	1.2 Unit priorities are confirmed with the supervisor and are in accordance with the ***Incident Action Plan*** (***IAP***).
	1.3 Unit is established and resourced to meet incident requirements and establishment is communicated to the ***Incident Management Team*** (***IMT***).
	1.4 ***Structure of the Information Unit*** is determined by ***incident complexity*** and consequential communication requirements.
	1.5 Media Officer is appointed within the Unit, if required, to prepare media releases for authorisation by the Incident Controller, to provide information to the media and to ensure media needs and deadlines are met.
	1.6 ***Briefings*** to members of the Unit are conducted upon commencement of shift and at regular intervals.
	1.7 Safe work practices, health and welfare arrangements for work area are implemented and monitored.

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ELEMENT	PERFORMANCE CRITERIA
2 Collect information on the current and predicted incident situation	2.1 Accurate information on the current and projected incident situation as well as incident control objectives, strategies and resources working at the incident is collected, summarised and prepared for dissemination.
	2.2 Local knowledge and information regarding risks, issues and local factors provided by stakeholder groups and the community is communicated to the IMT.
3 Develop an Information Unit Communications Plan	3.1 ***Information Unit Communications Plan*** (***IUC Plan***) is prepared and specifies the objectives and strategies to meet the information needs of the community, media, incident personnel and ***involved and affected organisations.***
	3.2 Analysis of the incident, ***risks*** and ***constraints*** and the information to be reported to identified ***target audiences*** is incorporated in the IUC Plan.
	3.3 Tactics and timelines required to implement the strategies are identified in the IUC Plan.
	3.4 IAP is supported by the IUC Plan by confirming the process and means by which information is to be disseminated both within the incident and to parties external of the incident.
	3.5 How information is to be communicated internally and externally, to the community, media and other relevant stakeholders is confirmed in the IUC Plan.
4 Disseminate information to the community	4.1 Timely, accurate and relevant information, approved by the Incident Controller, is disseminated to ***stakeholders*** in conjunction with the IMT.
	4.2 Planning Officer is advised of any emerging issues.
5. Engage with the community	5.1 Community information strategy is developed by the Unit in accordance with the IAP requirements.
	5.2 Communication with communities both affected and likely to be affected by the incident are organised and conducted.
	5.3 Communities are provided with information to prepare themselves and to manage risks.
	5.4 Community meetings to respond to community information needs are coordinated.
	5.5 Information and feedback from the community on the effectiveness of its communications strategies and community concerns is sought.

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ELEMENT	PERFORMANCE CRITERIA
6. Manage the Information Unit	6.1 Members of the Unit are briefed on their responsibilities in meeting the outcomes of the IUC Plan. 6.2 Unit is publicised as the point of contact for the media, the public and other organisations for general information about the incident. 6.3 Accurate and regular flow of information within the incident and to parties external to the incident, is maintained and effective incident management is supported. 6.4 Work by members of the Unit is undertaken in close liaison with the Management Support Unit and Liaison Officers. 6.5 Structure of the Unit is adjusted during the incident to meet the predicted and actual information demands of the incident. 6.6 Unit is managed in accordance with control agency workplace policies. 6.7 Appropriate document management and record keeping systems are established.
7. Contribute to the planning processes	7.1 Communication is maintained with the IMT formally, through meetings, briefings and debriefings, and informally, as required. 7.2 IMT is briefed on social or political issues and is provided with feedback on community needs and concerns as required. 7.3 Input is provided to the development of the IAP in relation to information collection and dissemination.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- anticipate, analyse and assess information needs
- collect and collate information
- communicate facts in a fluent, clear and unambiguous manner
- conduct press conferences and group interviews
- delegate appropriately
- communicate effectively with colleagues and stakeholders

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- experience in public liaison and media relations
- make presentations to the media
- provide briefings to the IMT
- supervise staff effectively
- undertake public speaking engagements

Required Knowledge

- agency workplace policies, practices and procedures
- analysis and display techniques
- Australasian Inter-service Incident Management System (AIIMS) structure and principles
- current practice for media liaison
- legal and organisational requirements relating to confidentiality, libel, accuracy, discrimination requirements of media to present information in a newsworthy manner
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- requirements of different media: newspapers, magazines, radio, television
- requirements of local versus regional versus national media
- role of media in disseminating information

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • collate and prepare timely, accurate, relevant and consistent information to be disseminated to a range of stakeholders to meet their individual information requirements • develop an IUC Plan to meet the needs of the community, media, stakeholders and the incident control structure • organise and conduct community meetings to assist local groups to prepare themselves and to manage their risks **Consistency in performance**

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	Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environment or in an industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to: • incidents or simulation of incidents, in a multi-agency workplace environment
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Initial briefing may include:	• Current situation • Objectives and strategies • Potential occupational health and safety (OH&S) issues • Potential public health and environmental risks
Supervisor may be:	• Incident Controller in NCTC ICCS • Planning Officer in AIIMS

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Incident Action Plan may include:	• Accommodation and welfare arrangements • Communications Plan • Incident objectives • Information on alternative or fallback strategies • Information Plan for dissemination of information to all stakeholders • Information regarding the necessary logistical arrangements • Management arrangements, including establishment of sectors and divisions • Management structure if established • Maps or site plans of the incident • Medical Plan and consideration of occupational health and safety issues • Resources to be allocated to each division and sector • Statement of current situation and predictions of the incident's likely development (including key risk exposures) • Strategies to achieve defined incident objectives • Structural chart depicting the personnel in the incident management arrangements, including establishment of divisions and sectors • Timings of meetings and changeovers • Traffic management
Incident Management Team may include:	• Incident Controller • Planning Officer • Operations Officer • Logistics Officer • Safety Advisor
Structure of the Information Unit may include:	• Community relations • Internal communication • Media liaison • Web updates
Incident complexity may include:	• Agency policy • Fuel type • Incident location • Incident size and behaviour • Jurisdictional boundaries • Organisational complexity • Political sensitivity • Threat to life and property • Topography • Type of incident management and combat

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	operations implemented
	• Values at risk
Briefings may include:	• Situation
	• Mission
	• Execution
	• Administration
	• Command
	• Communications
	• Safety
Information Unit Communications Plan may include:	• Communication objectives
	• Communication strategies for communicating with the media, the community, internal stakeholders, and involved and affected organisations
	• Feedback mechanisms
	• Messages
	• Target audiences
	• Timelines for communicating with target audiences
Involved and affected organisations may include:	• Combat organisations
	• Contracted companies and organisations
	• Control agency
	• Recovery organisations
	• Support organisations
	• Utilities
Risks may include:	• Consideration of worst case scenarios
	• Misuse of information by stakeholders
	• Release of incorrect information
	• Safety risks and hazards
	• Values at risk
Constraints may include:	• Environmental
	• Physical
	• Political
	• Social
	• Temporal
Target audiences may include:	• Businesses
	• General public
	• Government agencies
	• Incident personnel
	• Internet users
	• Local landowner groups
	• Local conservation groups
	• Media

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Stakeholders may include:	• Ministers • Community • Government • Media • Other organisations
Communication with communities both affected and likely to be affected by the incident may include:	• Door knocks • Forums • Letter drops • Meetings • Radio communications • SMS

Unit Sector(s)

Not applicable.

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PUAOPE022A Manage logistics for a Level 2 incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to acquire and provide human and physical resources, facilities, services and materials to support the achievement of the objectives for a Level 2 incident.

A person performing this role has the title of Logistics Officer and is responsible for the acquisition and provision of human and physical resources, facilities, services and materials to support achievement of incident objectives. The Logistics Officer contributes to objectives and strategies through input on implementation of the Incident Action Plan.

Level 2 incidents are complex either in size, resources or risk. They are characterised by the need for:

- deployment of resources beyond initial response:

OR

- sectorisation of the incident

OR

- establishment of functional sections due to the levels of complexity (such as operations and planning)

OR

- a combination of the above

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

Application of the Unit

This unit applies to people who perform the role of the Logistics Officer and who are required to provide support for control of the incident through the obtaining and maintaining of:

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- human and physical resources
- facilities
- services
- materials

The authorisation to perform this role is subject to organisational policies and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish logistics section	1.1 Initial briefing is obtained from Incident Controller. 1.2 Current forecast operational, planning and other incident activities and their resultant logistical requirements are determined. 1.3 Logistics Section objectives and tasks are identified. 1.4 Logistics structure appropriate to incident requirements is developed and required logistical resources are identified and obtained. 1.5 ***Logistics units*** are established, tasks are delegated and briefings are given to delegated personnel.

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Safe work practices, and health and welfare arrangements for work area are implemented and monitored.
2. Develop logistics plans	2.1 ***Logistics plans*** required for the delivery of logistics resources, services, facilities and materials are identified and delegated to personnel for development.
	2.2 Information required for the development and implementation of logistics plans is identified and sourced.
	2.3 Logistics plans are produced on time and provided to personnel for implementation.
	2.4 Logistics plans and components of plans required for inclusion in the Incident Action Plan (IAP) are developed.
	2.5 Incident Management Team (IMT) members are briefed on progress of the logistics plans as required.
3. Manage activities for provision of logistics support	3.1 Financial management and oversight is maintained in accordance with the controlling agency's requirements.
	3.2 Refreshment and sustenance are provided to incident personnel and support staff within agreed timeframes and in accordance with nutritional guidelines.
	3.3 Transport for personnel, equipment, supplies and food is provided within required timeframes..
	3.4 Equipment, vehicles and/or vessels are prepared, maintained and secured as required
	3.5 Staging areas are established and maintained in accordance with operational requirements.
	3.6 Medical support provided is consistent with the IAP requirements.
	3.7 Communications systems, networks and equipment are established and maintained consistent with the incident communications plan and IAP requirements.
	3.8 Locations and facilities where personnel work, sleep, cook, maintain and repair equipment are selected, established and managed based on ***agency criteria.***
	3.9 Requests for resources, services, facilities and materials are met and feedback is provided.
	3.10 Facilities, services and materials are procured

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ELEMENT	PERFORMANCE CRITERIA
	consistent with agency protocols and guidelines. 3.11 Reusable resources, equipment and materials are accounted for at the conclusion of the incident.
4. Manage logistics processes	4.1 Logistics requirements are managed in accordance with agency workplace policies. 4.2 Safe work practices, health and welfare arrangements for work area are implemented and monitored. 4.3 Logistics Section meetings are conducted as required. 4.4 Workload and progress against logistics plans are monitored. 4.5 Logistics plans are reviewed to meet current and projected incident requirements throughout the incident. 4.6 Information exchange between logistics and other incident sections is maintained. 4.7 Relationships between Logistics Section and external agencies and providers are established and maintained. 4.8 Records are kept of logistical transactions including resources requested, en route, allocated to, and released from the incident. 4.9 Record of activities is kept.
5. Participate in the IMT	5.1 IMT planning meetings are attended. 5.2 Strategic advice is provided to the IMT in regard to provision of resources, services, facilities and materials, and the prioritisation of requirements. 5.3 IMT is kept informed of logistical arrangements. 5.4 Incident Controller is briefed on analysis of progress against the logistics portion of the IAP as required. 5.5 Liaison with other members of the IMT is undertaken as required. 5.6 IMT is kept informed of status of inter agency and external supplier arrangements.
6. Monitor and review logistics functions	6.1 Allocation and performance of resources is monitored and reviewed. 6.2 Incident reports are produced as required. 6.3 After action reviews and post incident analyses are initiated and/or participated as required. 6.4 Briefings/debriefings are conducted as required.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- conduct meetings and prepare agendas
- delegate units within the Logistics Section
- manage a team within a dynamic environment
- make decisions
- manage time effectively and efficiently
- prepare, present and communicate information
- prioritise work tasks
- problem solve
- resolve conflict and negotiate

Required Knowledge

- agency-specific purchasing arrangements
- agency workplace policies, procedures and welfare arrangements
- Australasian Inter-service Incident Management System (AIIMS) structure and principles
- briefing/debriefing requirements
- emergency management and organisational arrangements in relation to acquisition of resources from the local area, wider region, state/territory resources and other agencies
- meeting protocols and procedures
- state/territory emergency management legislation, policy, procedures and interagency MOUs
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisation's communications policy and requirements including requirements of a Logistics Section facility; requirements of different facilities (e.g. base camps, Incident Control Centre)
- resource management responsibilities and systems
- suppliers of services, equipment, material and protocols for obtaining these
- use of agency operational electronic systems

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • establish, implement and monitor the logistics portion of an IAP to deal effectively with the incident • work effectively as a member of an IMT to resolve an incident • develop logistics review processes and documentation appropriate to a Level 2 incident • log and record all actions and decisions • operate in a management role, effectively and efficiently delegating responsibility, monitoring performance, providing feedback and taking mitigation action to ensure completion of logistics requirements at an incident **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environment or in an industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to: • Level 2 incident or simulation of Level 2 incident, in a multi-agency response environment • equipment, personnel, facilities appropriate to a Level 2 incident and within the bounds of responsibility as designated to the Logistics Officer by the Incident Controller
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of

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assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Logistics units may include	• Catering Unit • Communications Support Unit • Facilities Unit • Finance Unit • Ground Support Unit • Medical Services Unit • Supply Unit
Catering Unit services may include	• Contract delivery of prepared food and drink • Packaging of food and drink for delivery around incident • Preparing food and drink

Communications Support Unit services may include	• Providing technical advice, equipment, installation and service for incident communications systems such as:
	  • information technology
	  • landline, mobile and satellite telephones
	  • radio

Facilities Unit services may include	• Provision and maintenance of:
	  • accommodation facilities
	  • ablutions
	  • catering facilities and dining areas
	  • fixed or mobile Incident Control Centre
	  • operations point
	  • staging areas

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	• vehicle servicing areas
Finance Unit services may include:	• Keeping financial records in accordance with agency requirements • Maintaining accounts for purchases of supplies and hire of equipment • Maintaining information on insurance arrangements and compensation for personnel, property, machines and vehicles
Ground Support Unit services may include:	• Maintaining signage around incident • Pick up and delivery of goods, materials and equipment • Provision of fuel • Servicing vehicles including fixing tyres • Transport of personnel
Medical Services Unit services may include:	• Ambulance services • Advising hospital services of incident • First aid posts
Supply Unit services may include:	• Acquiring equipment, materials, goods and resources • Storing and issuing equipment, materials and goods
Logistics plans may include:	• Accommodation • Catering • Communications support • Facilities maintenance • Financial management • Goods pickup and delivery • Mechanical service and fuelling • Medical • Personnel transport • Rubbish removal • Traffic and signage
Agency criteria may include:	• Awards • Cost • Quality

Unit Sector(s)

Not applicable.

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PUAOPE023A Manage operations for a Level 2 incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to command resources to achieve resolution of a Level 2 incident.

A person performing this role has the title of Operations Officer and is delegated responsibility by the Incident Controller to implement the strategies to resolve the incident.

Level 2 incidents are complex either in size, resources or risk. They are characterised by the need for:

- deployment of resources beyond initial response

OR

- sectorisation of the incident

OR

- establishment of functional sections due to the levels of complexity (such as operations and planning)

OR

- a combination of the above

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

Application of the Unit

This unit applies to Operations Officers responsible for:

- all activities undertaken directly to resolve the incident
- management of all resources assigned to operations
- identification of new and emerging risks at the incident.

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The authorisation to perform this role is subject to organisational policies and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish command and develop operational structure	1.1 Initial briefing including information to manage the operations requirements for the incident is sought and obtained from Incident Controller. 1.2 Command of operations function is established. 1.3 ***Principles of span of control*** are applied to operational resources. 1.4 Divisions and sectors are delineated taking account of geographic and functional requirements. 1.5 Strike teams/task forces/units are formed from allocated single resources as required.
2. Contribute to the development of the Incident Action Plan	2.1 ***Incident Action Plan*** (***IAP***) for the current operational period is monitored and reviewed. 2.2 Input into incident objectives and operational strategies is provided. 2.3 Operations component of the IAP is developed in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with operational procedures, safe work practices, agency workplace policies, industrial awards and agreements.
	2.4 Need for logistical support is determined and documented.
3. Manage operations	3.1 Site security is established in accordance with agency policies and procedures.
	3.2 Records of activities are kept in accordance with agency policies and procedures.
	3.3 Operations function is established to achieve objectives and tasks are delegated in accordance with a Level 2 incident.
	3.4 Operations requirements are identified and resources are sought to meet incident requirements.
	3.5 Operations personnel are briefed and tasks are allocated in accordance with the IAP.
	3.6 ***Resources*** are deployed in accordance with the IAP
	3.7 Operations progress is monitored against the IAP and operational activities are adjusted as required throughout the incident.
	3.8 Operational effectiveness is regularly reviewed and required changes to operational structure, available resources and logistical support are determined and communicated to Incident Controller.
	3.9 Operations resources are managed in accordance with agency workplace policies.
	3.10 Safe work practices, health and welfare arrangements for work area are implemented and monitored.
	3.11 Agreed protocols are followed when managing personnel from other agencies.
	3.12 Action is taken to protect and preserve incident scene in accordance with agency policies and procedures.
	3.13 Staging areas are established and maintained, where required.
4. Establish effective communications	4.1 Incident Communications Plan is implemented, monitored and reviewed.
	4.2 Communication is maintained with incident personnel.
	4.3 Current and emerging operational risks are communicated to personnel.

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Communication is maintained with stakeholders and affected parties present at the scene. 4.5 Emerging or anticipated problems with incident communications are reported immediately.
5. Participate in the Incident Management Team	5.1 Incident Management Team (IMT) planning meetings are attended in accordance with Incident Controller's requirements. 5.2 Incident Controller is advised of incident situation, control progress and emerging risks in a timely manner. 5.3 IMT is kept informed of progress of operations plan and of operational requirements. 5.4 Advice is provided to IMT on provision of services and resources, and prioritisation of requirements. 5.5 Incident Controller is briefed on analysis of progress against the operations portion of the IAP as required. 5.6 Liaison with other members of the IMT is undertaken as required. 5.7 Regular information exchange is maintained with Planning Section and Logistics Section.
6. Monitor and review operations functions	6.1 Allocation and performance of resources are monitored and reviewed. 6.2 Incident reports are produced as required. 6.3 Operational briefings/debriefings are conducted as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse everyday situations both functionally and strategically
- communicate information
- conduct briefings and debriefings
- conduct assessment of operational activities
- contribute to development of IAP
- delegate
- lead teams
- make decisions

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- manage a team within a dynamic environment
- manage time effectively
- prioritise work tasks
- resolve conflict and negotiate effectively
- solve problems

Required Knowledge

- agency procedures for managing and concluding Level 2 incident operations
- agency arrangements for liaising with personnel from other agencies
- equipment and personnel capabilities for incident type
- interagency MOUs relating to incident type, and agency policies and procedures related to liaising with other organisations
- organisational communications policy and requirements
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- procedures for deploying and tasking personnel
- occupational health and safety (OH&S) agency risk assessment arrangements and safe work practices, health and welfare arrangements at incidents
- operational risk identification
- post incident procedures
- process for determining operational priorities
- processes for deployment and communication of the organisation's allocated tasks
- protecting and preserving incident scene and recording requirements
- resource management responsibilities and systems (safe deployment and recording)
- risk management processes and agency arrangements (including incident analysis), including contingency planning
- sectorisation of incident
- state/territory-based coordination arrangements
- state/territory emergency management legislation with particular emphasis on incident type
- team dynamics

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence	Assessment must confirm the ability to:

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required to demonstrate competency in this unit	• establish and manage an Operations Section appropriate to the nature and complexity of the incident • task and apply resources to achieve resolution of the incident in accordance with the IAP and the principles of span of control • regularly communicate within the operational structure, and monitor and review progress towards achievement of IAP • implement response in accordance with organisational procedures and within bounds of authority • secure emergency/operations site • react to strategic changes within the environment • advise Planning Section and Incident Controller of incident situation, control progress and emerging risks • effectively liaise with Incident Controller and exchange information with the Planning and Logistics Section on a regular basis • develop and implement operations portion of the IAP for a Level 2 incident • establish and maintain staging areas for a Level 2 incident • log and record all actions and decisions • liaise effectively with the Incident Controller and other members of the IMT • work effectively with internal and external stakeholders • operate in a management role, effectively and efficiently delegating responsibility, monitoring performance, providing feedback and taking mitigation action to ensure completion of operations requirements at an incident. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environment or in an industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to:

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	• Level 2 incidents or simulation of Level 2 incidents, in a multi-agency response environment • equipment, personnel, facilities appropriate to a Level 2 incident and within the bounds of responsibility as designated to the Operations Officer by the Incident Controller
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Principles of span control:	• Relate to the number of groups or individuals which one person can successfully supervise • Up to five reporting groups or individuals is considered desirable as this maintains a supervisor's ability to effectively task, monitor and evaluate performance
Incident Action Plan may include:	• Accommodation and welfare arrangements for incident personnel and affected people • Communications Plan • Incident objectives • Information on alternative or fallback strategies • Information plan for dissemination of information to all stakeholders

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	• Information regarding the necessary logistical arrangements • Management arrangements, including establishment of sectors and divisions • Maps or site plans of the incident • Medical Plan and consideration of OH&S issues • Resources to be allocated to each division and sector • Statement of current situation and predictions of the incident's likely development (including key risk exposures) • Strategies to achieve defined incident objectives • Structural chart depicting personnel in the incident management structure if established • Timings of meetings and changeovers • Traffic management
Resources may include:	• Aviation and marine vessels • Communication devices • Human (operations personnel) • Local • Machinery • Physical (equipment) • State/territory and federal governments • Support personnel • Technology devices • Vehicles • Volunteers
Operational briefings/debriefings may include:	• Critical incident stress debriefing • Operational analysis • Performance evaluations

Unit Sector(s)

Not applicable.

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PUAOPE024A Manage operations for a Level 3 incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Fire specific prerequisite removed.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to command operational personnel to achieve resolution of a Level 3 incident.

Command is the internal direction of the members and resources of an organisation in the performance of the organisation's roles and tasks by agreement or in accordance with relevant legislation. Command operates vertically within an organisation.

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

Application of the Unit

This unit applies to people who perform the role of operations officer at a multi-agency Level 3 incident.

A Level 3 incident is characterised by degrees of complexity that may require the establishment of divisions for effective management of the situation. These incidents will usually involve delegation of all functions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Take command	1.1 Initial briefing including information to manage the operations requirements for the incident is obtained from Incident Controller. 1.2 Command is established and exercised in accordance with organisational authority and guidelines. 1.3 Commander details are communicated to internal personnel and to external authorities pertinent to the incident using a range of ***communication processes and systems.*** 1.4 Identify commanders under supervision within the Operations Section.
2. Establish command facilities	2.1 Appropriate ***command facility is established and operated*** in accordance with organisational guidelines. 2.2 Details of the facility are communicated to internal personnel and to relevant external authorities/organisations/individuals as required, including ***support services.*** 2.3 Staging areas are established and maintained.
3. Establish a command structure	3.1 Command structure is established appropriate to the nature and complexity of the task/s undertaken by the organisation and the ***nature of the incident.*** 3.2 Command structure is expanded, contracted or modified in response to ***activities and controlled changes*** within the incident environment ***considering the nature, extent and potential of an***

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ELEMENT	PERFORMANCE CRITERIA
	incident.
	3.3 Agreed protocols are followed when managing another agency's personnel.
4. Establish procedures to permit command to be exercised	4.1 Command structure is communicated to ***internal and external personnel and authorities/individuals*** who may have a regulatory interest applicable to the incident.
	4.2 Command information management system is implemented.
	4.3 Communication mechanisms and procedures are implemented between levels of command in accordance with organisational guidelines.
	4.4 Liaison is established and maintained to meet command requirements.
5. Contribute to the development of the Incident Action Plan	5.1 ***Incident Action Plan*** (***IAP***) for the current operational period is monitored and reviewed.
	5.2 Input is provided into incident objectives and operational strategies.
	5.3 Operations component of the IAP is developed in accordance with operational procedures, safe work practices, agency workplace policies, industrial awards and agreements.
	5.4 Need for logistical support is determined and documented.
6. Manage operations	6.1 Operations personnel are briefed and tasks are allocated in accordance with the IAP.
	6.2 IAP is implemented and modified as required, in accordance with organisational guidelines.
	6.3 Tactics to effectively manage the incident are identified in accordance with the operational portion of the IAP.
	6.4 ***Resources*** are deployed to ensure the IAP is implemented in accordance with organisational guidelines.
	6.5 Human and physical resources, including ***personnel support activities*** are effectively managed to achieve command plan outcomes.
	6.6 Significant changes in status and actions taken are reported using ***agreed reporting mechanisms*** and are consistent with organisational policies and procedures.
	6.7 Operations are redirected as required to meet

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ELEMENT	PERFORMANCE CRITERIA
	changes in conditions which affect the incident situation.
	6.8 Welfare of members of the public within the area of operations is addressed.
7. Conclude operations	7.1 Physical, human and capital resources are accounted for in accordance with organisational guidelines.
	7.2 ***Operational debriefing*** requirements are met in accordance with organisational guidelines.
	7.3 Operational ***documentation*** is completed to organisation standards.
	7.4 Reports are produced as required.
8. Review operations	8.1 Plans and guidelines are evaluated and reviewed.
	8.2 Effectiveness of command and interaction with control is evaluated and documented.
	8.3 Reports are produced and communicated in accordance with established protocols.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse emergency situations both functionally and strategically
- conduct assessment of operational activities
- deploy human and physical resources effectively and efficiently
- liaise effectively with Incident Controller
- select, prioritise, implement and evaluate appropriate strategies
- react to changes within the emergency environment
- use a range of information technology devices including computers, radio frequency devices, electronic data exchange systems etc

Required Knowledge

- agency procedures for managing and concluding Level 2 incident operations
- agency arrangements for liaising with personnel from other agencies
- interagency MOUs relating to incident type, and agency policies and procedures related to liaising with other organisations
- organisational communications policy and requirements
- procedures for deploying and tasking personnel
- determining operational priorities

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- emergency site layout
- identification and correct use of equipment
- occupational health and safety (OH&S) agency risk assessment arrangements and safe work practices, health and welfare arrangements at incidents
- operational risk identification
- organisational command structure
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- processes and procedures
- post incident procedures
- processes for deployment and communication of the organisation's allocated tasks
- protecting and preserving incident scene and recording requirements
- resource management responsibilities and systems (safe deployment and recording)
- risk management processes and agency arrangements (including incident analysis), including contingency planning
- sectorisation of incident
- security and confidentiality of material
- state/territory-based coordination arrangements
- state/territory emergency management legislation with particular emphasis on incident type

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • establish and manage an Operations Section appropriate to the nature and complexity of the incident • task and apply resources to achieve resolution of the incident in accordance with the IAP and the principles of span of control • regularly communicate within the operations structure, and monitor and review of progress towards achievement of the IAP • implement response in accordance with organisational procedures and within bounds of authority

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	• secure emergency/operations site • strategically react to changes within the emergency environment • incorporate risk management and contingency processes • log and record all actions and decisions • work effectively with the Incident Controller and other members of the IMT • liaise effectively with internal and external stakeholders • operate in a management role, effectively and efficiently delegating responsibility, monitoring performance, providing feedback and taking mitigation action to ensure completion of operations requirements at an incident. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environment or in an industry-approved simulated work environment. **Specific resources for assessment** Access is required to: • Level 3 incidents or simulation of Level 3 incidents, in a multi-agency response environment • equipment, personnel, facilities appropriate to a Level 3 incident and within the bounds of responsibility as designated within the requirements of control
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation

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- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communication processes and systems may include:	• Communication responsibilities of personnel • Data transfer • Designation of appropriate modes and channels of communication • Inter organisation liaison • Interpersonal communications • Radio communications • Telecommunications
Establishing and operating a command facility may include consideration of:	• Amenities • Climatic conditions • Communication modes • Environment • Equipment characteristics • Logistical operations • Parking • Proximity to incident • Security requirements • Site access and exit requirements • Size and type of structure • Special incident requirements • Support services • Topography
Support services may include:	• Emergency agencies • Equipment suppliers • Community service organisations • Contractors • Gas and power agencies • Land management agencies • Medical organisations • Transport

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Nature of the incident (imminent or actual) may include:	• Water
	• Welfare and counselling organisations
	• Biological
	• Civil/political events such as:
	  • civil unrest
	  • economic
	  • eco-terrorism
	  • enemy attack
	  • financial collapse
	  • general strike
	  • hostage situation/s
	  • sabotage
	  • strikes
	  • terrorism
	• Fire (forest, range, urban)
	• Natural events such as:
	  • avalanche snow/ice/hail
	  • drought
	  • dust/sand storms
	  • earthquakes/land shifts
	  • extreme heat/cold
	  • fauna rescue (e.g. marine life rescue)
	  • flood/wind driven water
	  • hurricane/typhoon
	  • landslide/mudslide
	  • lightning storm
	  • search and rescue
	  • tornado/cyclone
	  • tsunami
	  • volcanic eruption
	  • windstorm/tropical storm
	• Technological/industrial events such as:
	  • bio-hazards
	  • building/structure collapse
	  • business interruption
	  • dam/levee failure
	  • explosions/fire
	  • extreme air pollution
	  • fuel/resource shortages
	  • hazardous material releases

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	• power/utility failure • radiological accidents • transportation accidents
Activities and controlled changes include:	• Communications • Logistics • Operations • Planning
Considering the nature, extent and potential of an incident may include:	• Risk to life • Risk to environment • Risk to property • Demography • Hazard agent location • Potential for changes in situation • Resource availability • Scope and scale of incident including likely duration of incident • Speed of onset • Topography • Weather
Internal and external personnel and authorities may include:	• Ancillary organisations • Clients • Emergency management specialists • Emergency organisations • Government and semi government authorities and departments • Higher authorities • Media • OH&S specialists • Operational personnel • Public • Service providers • Victims • Witnesses • Other analysts and stakeholders
Information management system may include:	• Audio and visual recording mechanisms • Data receival • Public/media information dissemination • Procedures and protocols • Recording • Recording and documenting of incident • Security and authorisation assignment • Storage and dispatch modes

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	• Types of technology - electronic data exchange devices
Incident Action Plan may include:	• Accommodation and welfare arrangements • Change over procedures • Communications Plan • Incident objectives • Integrity of evidence • Information on alternative or fallback strategies • Information Plan for dissemination of information to all stakeholders • Information regarding the necessary logistical arrangements • Management arrangements, including establishment of sectors and divisions and site security • Management structure if established • Maps or site plans of the incident • Medical Plan and consideration of OH&S issues • Resources to be allocated to each division and sector • Statement of current situation and predictions of the incident's likely development (including key risk exposures) • Strategies to achieve defined incident objectives • Structural chart depicting the personnel in the incident management arrangements, including establishment of sectors and divisions • Timings of meetings and changeovers • Traffic management
Resources may include:	• Aviation and marine vessels • Communication devices • Human (operations personnel) • Local, state/territory and federal governments • Machinery • Physical (equipment) • Support personnel • Technology devices • Volunteers • Vehicles
Personnel support activities may include:	• Catering • Rest/relief counselling services • Sanitation • Shelter • Stress management services
Agreed reporting	• Authorisation

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mechanisms will involve:	• Distribution and development of reports in accordance with regulatory and organisational requirements and may include:
	  • briefing papers
	  • coronial reports
	  • final reports
	  • legal reports
	  • media reports
	  • ministerial reports
	  • performance evaluations
	  • situation reports - within emergency for external distribution
	  • status reports

Operational debriefing may include:	• Critical incident stress debriefing • Operational analysis • Performance evaluations

Documentation may include:	• Applicable state, territory, commonwealth legislation and regulations which relate to:
	  • environment protection legislation
	  • equal employment opportunity and affirmative action
	  • freedom of information
	  • OH&S regulations and legislation
	  • privacy and confidentiality legislation
	  • public safety
	  • state of emergency
	  • workers compensation
	  • workplace relations
	• Aural or signed communications
	• Client requirements
	• Codes of practice
	• Communications technology equipment
	• Conventions
	• Emergency procedures
	• Evacuation procedures
	• Field reports
	• Maps
	• OH&S procedures
	• Memorandum of understanding/agreement
	• Organisational and workplace operating procedures and policies

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- Oral
- Personal and work area work procedures and practices
- Policies
- Protocols
- Quality assurance procedures
- Relevant Australian or international documentation in disaster/emergency management
- Standard operating procedures
- Standards and certification requirements

Unit Sector(s)

Not applicable.

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PUAOPE025A Manage planning for a Level 2 incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Fire specific prerequisites removed.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to collect, analyse and disseminate information and to develop plans for the resolution of a medium sized incident.

A person performing this role has the title of Planning Officer and is delegated responsibility by the Incident Controller. This person supports the Incident Controller (and Operations Officer and Logistics Officer) and provides strategic advice to the Incident Management Team (IMT).

Level 2 incidents are complex either in size, resources or risk. They are characterised by the need for:

- deployment of resources beyond initial response

OR

- sectorisation of the incident

OR

- establishment of functional sections due to the levels of complexity (e.g. operations and planning)

OR

- a combination of the above

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

Application of the Unit

This unit applies to Planning Officers responsible for:

- provision of strategic advice and support to the IMT

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- collection, interpretation and processing of incident intelligence in various forms that meets the needs of end users (enabling public warnings, incident predictions, likely impacts and control strategies)
- preparation and dissemination of the plans and strategies that are to be used in controlling the incident
- collection and maintenance of information about the resources allocated to the incident
- provision of management support services
- development and implementation of a Communications Plan, as required, in consultation with the Logistics Section

The authorisation to perform this role is subject to organisational policies and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish planning section	1.1 Initial briefing including information required to manage the planning requirements for the incident is sought and obtained from Incident Controller. 1.2 Current and forecast operational activities and resource levels are determined. 1.3 Planning Section objectives and tasks are identified.

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Planning structure appropriate to ***nature of the incident*** is developed and required planning resources are identified and obtained. 1.5 Planning Section units are established, tasks are delegated and briefings are given to delegated personnel. 1.6 Safe work practices, and health and welfare arrangements for work area are implemented and monitored.
2. Manage Planning Section	2.1 Planning requirements are reviewed and adjusted as required throughout the incident. 2.2 Workload and progress are monitored. 2.3 Planning Section meetings are conducted as required. 2.4 Communications Plan is developed, reviewed and implemented as necessary. 2.5 Records are kept of resources requested, en route, allocated to, and released from the incident. 2.6 ***Maps and schematic plans*** are produced to meet incident requirements . 2.7 Document management and record keeping systems are established in accordance with agency requirements. 2.8 ***Log of activities*** is kept. 2.9 ***Management support services*** are provided in a timely and effective manner as requested. 2.10 Incident risk management plans is developed.
3. Collect and evaluate information on the current and forecast situation	3.1 Information sufficient for incident prediction is collected regarding the current incident situation. 3.2 Incident predictions and options analysis covering ***new and emerging risks*** are provided using appropriate models. 3.3 ***Specialist technical information*** and incident behaviour predictions are provided to the IMT. 3.4 Procedures to identify, mitigate and monitor all risks related to the incident are established. 3.5 Current and predicted key risk exposures are identified and impacts are mitigated where possible. 3.6 Effectiveness of risk mitigation strategies is monitored and strategies are adjusted as required.
4. Disseminate information on the current and	4.1 Incident information services are provided as appropriate to incident personnel, the media and the

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ELEMENT	PERFORMANCE CRITERIA
forecast situation	public. 4.2 Information is provided to the IMT relevant to controlling the incident and potential safety issues. 4.3 Information display boards are ***prepared and maintained.*** 4.4 Information regarding the extent of the impact of the incident on community and stakeholders is communicated in a manner suitable to community and stakeholders. 4.5 Information provided to the media is current, timely to meet media needs, and is consistent with incident requirements and local knowledge. 4.6 Organisational requirements for media liaison are applied. 4.7 Collected information is sorted into ***categories.*** 4.8 Information sharing and transition arrangements with recovery agencies are established and maintained.
5. Prepare incident action plan and brief IMT	5.1 Options and recommendations for objectives and strategies for controlling the incident are developed in consultation with the IMT and are produced for IMT consideration. 5.2 Risks and likely outcomes associated with preferred and alternative incident objectives and strategies are specified. 5.3 Incident Controller and other IMT members are briefed, and incident objective and strategies are determined by the Indent Controller. 5.4 ***Incident Action Plan*** (***IAP***) is prepared for the subsequent operations period and is distributed/disseminated on time. 5.5 Recovery and changeover plans are developed to tie in with the IAP. 5.6 Plans developed are in accordance with agency workplace policies, industrial awards and agreements.
6. Participate in the IMT	6.1 IMT planning meetings are scheduled and conducted in accordance with the Incident Controller's requirements. 6.2 IMT is kept informed of current and predicted incident situation and progress towards incident objectives and strategies.

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ELEMENT	PERFORMANCE CRITERIA
	6.3 Specialist information requirements are obtained and provided as required by the IMT. 6.4 Strategic advice is provided to the IMT based on interpretation of information received. 6.5 Incident Controller is briefed on analysis of progress against IAP as required. 6.6 Liaison with other members of the IMT is undertaken as required.
7. Monitor and review planning functions	7.1 Allocation and performance of resources is monitored and reviewed. 7.2 Incident reports are produced as required. 7.3 After action reviews and post incident analyses are initiated and/or participated as required. 7.4 ***Briefings***/***debriefings*** are conducted as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- conduct meetings and prepare agendas
- delegate units within the planning section
- manage a team within a dynamic environment
- prepare, present and communicate information
- resolve conflict and negotiate

Required Knowledge

- agency workplace policies (e.g. EEO, anti-discrimination legislation, occupational health and safety) and procedures and welfare arrangements
- Australasian Inter-service Incident Management System (AIIMS) structure and principles
- briefing/debriefing processes and requirements
- communication requirements for stakeholders, government, other agencies and community
- establishing processes for monitoring and reviewing the IAP for a Level 2 incident
- incident action planning process for a Level 2 incident
- incident documentation and management of information
- industrial awards and agreements, and agency personnel practices and guidelines
- interagency MOUs relating to incident type

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- meeting protocols and procedures
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisation's protocols relating to media liaison e.g. confidentiality, libel, discrimination and accuracy
- requirements of a Planning Section facility
- resource management responsibilities and systems
- risk management processes and arrangements (including incident analysis)
- state/territory emergency management legislation, policy, procedures and interagency memorandums of understanding

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- collect, evaluate and disseminate information on the current and forecast situation
- prepare and disseminate the IAP
- establish a Communications Plan for the incident (a portion of the IAP)
- maintain a resource management system recording the status of resources allocated to the incident
- manage technical specialists
- liaise effectively with the Incident Controller and the Logistics Officer
- work effectively as a member of an IMT to resolve an incident
- provide management support services
- log and record all actions and decisions
- operate in a management role, effectively and efficiently delegating responsibility, monitoring performance, providing feedback and taking mitigation action to ensure completion of planning requirements at an incident

Consistency in performance

Competency should be demonstrated over time in a

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	range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an actual or simulated workplace environment. **Specific resources for assessment** Access is required to: • equipment, personnel, facilities appropriate to a Level 2 incident and within the bounds of responsibility as designated to the Planning Officer by the Incident Controller
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Nature of the incident (imminent or actual) may include:	• Biological
	• Civil/political events such as:
	  • civil unrest
	  • economic
	  • eco-terrorism
	  • enemy attack
	  • financial collapse

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- general strike
- hostage situation/s
- sabotage
- strikes
- terrorism

- Fire (forest, range, urban)
- Natural events such as:
  - avalanche snow/ice/hail
  - drought
  - dust/sand storms
  - earthquakes/land shifts
  - extreme heat/cold
  - fauna rescue (e.g. marine life rescue)
  - flood/wind driven water
  - hurricane/typhoon
  - landslide/mudslide
  - lightning storm
  - search and rescue
  - tornado/cyclone
  - tsunami
  - volcanic eruption
  - windstorm/tropical storm
- Technological/industrial events such as:
  - bio-hazards
  - building/structure collapse
  - business interruption
  - dam/levee failure
  - explosions/fire
  - extreme air pollution
  - fuel/resource shortages
  - hazardous material releases
  - power/utility failure
  - radiological accidents
  - transportation accidents

Maps and schematic plans may include:

- Briefing maps
- Display board maps
- Geospatial information systems
- Incident plan maps
- Incident prediction
- Locality maps

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	• Sector/division • Traffic plan
Log of activities may include:	• Critical decisions • Event or running log • Radio communication printouts
Management support services may include:	• Administrative support • Computer operators • Radio • Telephone
New and emerging risks may include:	• Economic • Environmental • Political • Public safety • Social
Specialist technical information may include:	• Advisors with special skills needed to support incident activities and functions • Information sources available on site and remotely
Preparing and maintaining information display boards may include:	• Currency of information • Layout • Maps • Safety alerts • Timeliness of information
Categories may include:	• Control information • Current situation • Predicted situation • Transition to recovery
Incident Action Plan may include:	• Accommodation and welfare arrangements for incident personnel and affected people • Communications Plan • Incident objectives • Information on alternative or fallback strategies • Information Plan for dissemination of information to all stakeholders • Information regarding the necessary logistical arrangements • Management arrangements, including establishment of sectors and divisions • Management structure if established • Maps or site plans of the incident • Medical Plan and consideration of occupational health and safety issues • Resources to be allocated to each division and sector

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Briefings/debriefings may include:	• Statement of current situation and predictions of the incident's likely development (including key risk exposures) • Strategies and tactics for divisions and sectors to achieve defined incident objectives • Structural chart depicting the personnel in the incident management arrangements, including establishment of divisions and sectors • Timings of meetings and changeovers • Traffic management • Transition to recovery arrangements • Alternative strategies and the economic, social, public health, cultural, historical and environmental risks associated with each • Arrangements for record keeping • Arrangements in place to facilitate planning function • Current and expected resourcing at the incident • Current and projected situation • Current arrangements for information dissemination • Current incident objectives, strategies and their rationale • Key risk exposures • Opportunity to clarify understanding

Unit Sector(s)

Not applicable.

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PUAOPE026A Provide strategic safety advice at an incident

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to provide advice to the Incident Controller on issues related to safety, health and welfare at an incident.

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

Application of the Unit

This unit applies to a person who is appointed to the role of Safety Advisor and is required to provide strategic advice to an Incident Controller in relation to safety, health and welfare risks, issues and requirements at an incident.

The authorisation and authorities to perform this role are subject to organisational policies and procedures.

Note: Safety Advisors may be appointed to a Level 2 or Level 3 Incident Management Team (IMT). Strategic safety issues or potential problems affecting one or more sections of the incident need to be raised and discussed at the IMT as early as practicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the safety, health and welfare of all personnel involved in an incident	1.1 ***Initial briefing*** and regular updates are obtained from Incident Controller. 1.2 Safety Unit priorities are obtained and confirmed with Incident Controller throughout an incident. 1.3 Requirements for safety, health and welfare in incident management are identified. 1.4 Safety, health and welfare of operational and other associated personnel is monitored and reviewed throughout an incident. 1.5 Information relating to safety, health and welfare is collected, collated and analysed. 1.6 Predictions and forecasts are made about the safety, health and welfare environment of an incident and components contributing to that environment are identified. 1.7 Mitigation strategies for risks that may not have been controlled elsewhere in the planning process are identified and developed. 1.8 Extant and potential safety roles are identified. 1.9 Overview of the adequacy of ***procedures*** related to safety is maintained. 1.10 Meetings and briefings are monitored for adequacy of safety and health information.
2. Provide advice to relevant personnel on mitigating safety, health	2.1 ***Relevant personnel*** are immediately informed of any action or condition that has the potential to place any person's life or safety at risk.

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ELEMENT	PERFORMANCE CRITERIA
and welfare risks	2.2 Mitigation actions are recommended as appropriate, where actions or conditions have the potential to place any person's life, safety, health or welfare at risk. 2.3 Work is undertaken with relevant personnel to ensure safety, health and welfare issues are considered and addressed. 2.4 Occupational health and safety (OH&S) advice is provided and outcomes of that advice are documented. 2.5 Incident Controller is alerted to unsafe work practices and alternative strategies/mitigations are suggested.
3. Manage the Safety Unit	3.1 Safety Unit is established in accordance with Incident Controller's direction and the perceived risk profile of the incident. 3.2 Structure of the Safety Unit is adjusted during the incident to meet the predicted and actual safety demands of the incident. 3.3 Log of activities is maintained. 3.4 Performance of the Safety Unit is designed, activated and monitored in accordance with the requirements of the organisation and the demands of the incident. 3.5 Operational plans are produced for the Safety Unit and Safety Unit members are briefed on their responsibilities in meeting the outcomes of the plan. 3.6 Work undertaken by Safety Unit members is supervised, monitored and reviewed. 3.7 Demobilisation of the Safety Unit is planned. 3.8 Handover briefings are prepared and delivered.
4. Contribute to the planning processes	4.1 ***Meetings***, briefings and debriefing sessions are attended and participated in as required. 4.2 Liaison is undertaken with the IMT to produce a safe operational plan. 4.3 Safety related input is provided to the development of the ***Incident Action Plan*** (IAP) in relation to incident safety. 4.4 Relevant sections of the IAP are contributed to and/or ***reviewed*** as they are developed. 4.5 Participation in the development and dissemination of ***specific plans*** is undertaken as required.

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ELEMENT	PERFORMANCE CRITERIA
5. Support the management of safety event	5.1 Initiation of initial investigation/analysis of ***safety event*** is ensured. 5.2 Interaction is maintained with relevant personnel during/following a safety event. 5.3 Monitoring of safety, health and welfare requirements across an incident is maintained to ensure routine requirements are being met and to ensure unusual or unexpected situations or circumstances are not missed in the preparation and implementation of incident plans. 5.4 Passing on of information to the Incident Controller in relation to safety event investigations that take place on the incident ground and any impact investigations may have on operations is ensured. 5.5 Information relating to safety event cause and immediate and future mitigations is passed on to Incident Controller, Section and/or Unit Leader/s as appropriate. 5.6 Hazards and risks associated with the safety event are analysed to determine if appropriate control strategies have been identified and adequate mitigations have been put in place. 5.7 Development and submission to management of initial safety event report and recommendations for the prevention of similar occurrences is ensured. 5.8 Inclusion of any appropriate follow up actions required for safety events in demobilisation and recovery plans is ensured. 5.9 Implementation of safety recommendations arising out of a safety event investigation are implemented.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply relevant legislation, codes, policies, procedures and systems
- conduct risk management under severe time constraints
- delegation
- ensure administrative requirements for the Safety Unit are met
- identify potential issues and maintain a strategic focus

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- identify safety risks
- maintain focus on safety under conditions of high operational demand
- manage the Safety Unit's workload (including numbers and type of staff needed)
- practise leadership and management strategies
- provide briefings to the IMT
- supervise staff

Required Knowledge

- agency workplace policies, practices and procedures
- Australasian Inter-service Incident Management System (AIIMS) structure and principles
- general OH&S principles, in particular the principle that each individual, as well as the organisation, has a shared responsibility for workplace safety
- methods of monitoring safe work practices at incidents such as:
- establishment of staging area and check-in procedures
- assessment of strategies and tactics
- operational procedures, practices and implementation
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- protocols to be observed when present on an incident ground
- relevant OH&S legislation
- risk management process
- roles of Safety Unit members
- safety event investigation during incidents
- span of control
- work requirements of AIIMS sections, units and risks associated with their activities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • conduct an assessment of the emerging hazards and risks at an incident and identify issues relating to the safety, health and welfare of personnel and actions required to mitigate those risks • analyse operational plans for potential to

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	compromise safety • record observations and recommendations and report regularly on safety issues to the Incident Controller and members of the IMT • manage people, information and resources. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environment or in an industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to: • incidents or simulation of incidents, in a multi-agency workplace environment • risk management and safety tools and systems used to support the role of the Safety Advisor such as aide memoirs, technical data sheets, databases • deployment of technical or industry specialists to scene • proforma checklists - action, briefing and safety
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Initial briefing may include:	• Current situation • Objectives and strategies • Potential OH&S issues • Potential public health and environmental risks
Procedures may include:	• Communication and warning systems • Risk management procedures • Skills and training of personnel prior to deployment to any task or role at an incident • Appropriate supervision of all personnel working in and around the incident • Incident and safety information provided to incident personnel • IAP development process • Reporting of accidents and near-misses • Suitability of protective clothing and equipment prior to deployment • Internal auditing of systems
Relevant personnel may include:	• Incident Controller • IMT • Line supervisor • Officers representing other agencies and support organisations • Operational personnel • Personnel involved in, or affected by a health, safety or welfare incident • Section managers • Unit managers/leaders
Meetings may include:	• IAP planning meetings • IMT meetings
Incident Action Plan may include:	• Accommodation and welfare arrangements • Communications Plan • Incident control structure, including establishment of sectors and divisions • Incident objectives • Information on alternative or fallback strategies • Information Plan for dissemination of information to all stakeholders • Information regarding the necessary logistical

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	arrangements • Management structure if established • Maps or site plans of the incident • Medical Plan and consideration of occupational health and safety issues • Resources to be allocated to each division and sector • Statement of current situation and predictions of the incident's likely development (including key risk exposures) • Strategies to achieve defined incident objectives • Timings of meetings and changeovers • Traffic management
Reviewing relevant sections of the Incident Action Plan includes:	• Ensuring IAP can be implemented effectively while catering for the health, safety and welfare requirements of the incident • Monitoring the effectiveness of mitigations • Reporting to the Incident Controller and other appropriate members of the IMT on safety issues and investigations
Specific plans may include:	• Catering plans • Communication plans • Division and Sector plans • Facilities plans • Fatigue management plans • Medical plans • Recovery plans • Resource management plans • Traffic and transport plans
Safety event may include:	• Accident • Breach of safety requirements/procedures • Near miss/hit • OH&S incident including accidents, injuries and near-misses

Unit Sector(s)

Not applicable.

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PUAOPE027A Undertake beach safety management activities

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to coordinate beach surveillance and rescue as a part of a structured service.

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

Application of the Unit

The application of this unit in the workplace covers coordination of surveillance and rescue alone or as a part of a team in a beach/surf/open water environment.

The unit is typically relevant for personnel from emergency services and/or volunteer organisations or organisations where a structure beach surveillance and rescue service is supplied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised t***ext is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for beach surveillance and rescue	1.1 ***Duty information*** is obtained. 1.2 ***Beach information and weather forecasts*** are accessed and ***likely conditions*** are considered. 1.3 Availability of ***appropriately skilled personnel*** is ensured to meet likely conditions and ***organisational requirements.*** 1.4 Pre-use check of ***equipment*** is completed in accordance with organisational procedures.
2. Undertake preventative actions	2.1 ***Beach and surf conditions*** are evaluated. 2.2 Safest swimming location is determined and signage is erected in accordance with Australian Standards. 2.3 Equipment availability is ensured and ***appropriately located*** to meet likely need and organisational requirements. 2.4 ***Operational command*** is notified of availability for duty. 2.5 Public is proactively ***engaged*** to inform them of hazards.
3. Respond to casualties in distress	3.1 Casualties in distress are identified and/or information about casualties in distress is received from team members. 3.2 Incident details are gathered and risk assessment of casualties and incident is undertaken. 3.3 Appropriate rescue method is determined and appropriate rescue equipment is chosen as a result of this risk assessment. 3.4 Operational command is notified of rescue situation and continuous updates are provided as required. 3.5 ***Casualty rescue*** is undertaken or team member is

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ELEMENT	PERFORMANCE CRITERIA
	directed to undertake casualty rescue. 3.6 Casualty management is coordinated. 3.7 Liaison is undertaken with emergency services as required. 3.8 Completion of casualty handover to ambulance personnel is ensured.
4. Complete beach surveillance and rescue recovery requirements	4.1 Operational command is notified of end of service provision. 4.2 Equipment is returned to storage and post-operational checks and maintenance are completed. 4.3 Personnel are debriefed as required. 4.4 Organisational documentation is completed as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access and interpret data
- communicate effectively with colleagues and stakeholders
- coordinate a range of beach related issues/rescues
- identify rips
- identify wave types
- manage a range of situations in a calm, concise manner
- undertake a risk assessment

Required Knowledge

- Australian Standards in relation to signage and beach safety
- Australian Beach Safety and Management Program [ABSAMP]
- Bureau of Meteorology
- dangers associated with different wave types
- different types of beaches and associated hazards
- local government and by-laws
- organisational operating procedures and structure

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • assess beach conditions • plan safest swimming location • coordinate a rescue situation • set up for beach surveillance and appropriately locate signage and equipment **Consistency in performance** Competency should be demonstrated reviewing a range of beaches or range of conditions at the same beach.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed during patrolling activities or as a part of structured beach set-up and surveillance scenario. **Specific resources for assessment** Access is required to: • rescue equipment • patrol personnel • range of beaches with varying conditions
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Duty information may include:	• Hours of operations • Number of personnel available • Providing a lifesaving/lifeguard patrol service at one or multiple locations • Type of service provided
Beach information and weather forecasts may include:	• Australian Beach Safety and Management Program (ABSAMP) rating • Local knowledge • Bureau of Meteorology reports and weather warnings • Tide times
Likely conditions may include:	• Estimated beach attendance • Littoral currents (side sweeps) • Rip currents • Sandbars • Surf size • Temperature • Wave types and associated hazards
Appropriately skilled personnel may include:	• Self • Qualified according to organisational requirements • Team members
Organisational requirements may include:	• Standard operating procedures • Service agreements
Equipment may include:	• Automated External Defibrillator • First Aid Kit • Inflatable rescue boat (IRB) • Oxygen Resuscitation Kit • Personal water craft (PWC) • Radios • Rescue board • Rescue tube • Signage • Spinal board
Beach and surf conditions may include:	• Choppy/calm water • Rip currents • Surf size

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	• Wave types
Appropriately locating equipment to meet likely need may include:	• Locating rescue equipment at start of rip • Making first aid equipment available at central location • Situating rescue powercraft in a location clear of swimmers for safe launching
Operational command may include:	• Local supervisor • Remote communications centre
Engaging the public proactively may include:	• Directing bathing public back to safe swimming area through use of gestures • Explaining safest swimming location and hazards to beach going public • Making public announcements using address system/load hailer

Casualty rescue includes:	• Negotiating the surf to reach the casualty
	• Securing the casualty
	• Returning the casualty to shore
	• Providing first aid
	• And may include use of:
	  • IRB
	  • no equipment
	  • PWC
	  • rescue board
	  • rescue tube

Unit Sector(s)

Not applicable.

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PUAPOL014B Manage performance/behavioural issues

Modification History

Release	TP version	Comments
3	PUA12 v1.1	Unit Descriptor and Application updated.
2	PUA12 v1	Layout adjusted.
1	PUA00 v8.1	Primary release.

Unit Descriptor

This unit covers the competency to develop and implement intervention strategies to address and manage performance/behavioural issues.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify performance/ behavioural issues	1.1 The performance/behavioural issue is defined and documented in accordance with legislative and organisational policy and procedures 1.2 Opportunities are provided and staff are encouraged to discuss performance/behavioural issues which affect their work 1.3 The ***scope of performance***/***behavioural issue*** and all available factors are determined and analysed 1.4 An informed and verifiable assessment is made regarding appropriate further action or need for ***referral***
2. Determine intervention strategy(s)	2.1 ***Aims and objectives of the intervention*** are identified to set direction 2.2 A collaborative or directive approach is adopted where appropriate to define action plan/outcomes sought 2.3 Opportunities are taken to reinforce the individual's responsibility for their decisions and actions 2.4 An ***intervention strategy*** is agreed which is the best fit for the performance/behavioural issue being addressed
3. Implement the intervention strategy(s)	3.1 The chosen intervention strategy/procedures are implemented in accordance with legislation and organisational guidelines and procedures 3.2 Implementation is progressed in a manner which demonstrates confidentiality, impartiality, ethics, integrity and leadership 3.3 Intervention strategy is modified to address contingencies as these arise 3.4 Sequencing and timing of action reflects what was agreed in the intervention strategy
4. Monitor and review outcomes of the intervention strategy	4.1 Outcomes of the intervention strategy are monitored and reviewed against identified aims/objectives 4.2 Appropriate action is taken regarding the need for

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ELEMENT	PERFORMANCE CRITERIA
	further individual or organisational intervention
	4.3 Post-intervention procedures are completed in line with organisational policy and procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating
- resolving conflict
- mediating and negotiating
- counselling
- solving problems
- feedback skills

Required Knowledge

- legal and ethical guidelines for performance management
- organisational grievance
- complaints and disciplinary guidelines and procedures
- organisation's performance enhancement model guidelines

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in accurate identification of the performance/behavioural issue and the relevance of the intervention strategy adopted to address the issue identified. **Consistency in performance** Evidence of competency should be assessed over time in a range of performance/behavioural management contexts.
Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

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Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Scope of the performance or behavioural issue may include:	• source • nature or type • impact or extent
Referrals may be made to:	• welfare officer • social worker • counsellor • medical practitioner • internal investigation • immediate report • senior management
Aims and objectives of the intervention strategy are:	• to achieve a logical conclusion in minimising workplace impact by identifying the nature of the performance/behavioural issue and addressing its source
Intervention strategies may include:	• grievance procedures • issue resolution • mediation • negotiation • disciplinary action • complaints procedures • conflict resolution • counselling

Unit Sector(s)

Not applicable.

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PUAPOL017B Plan and develop strategies to support organisational policy

Modification History

PUAPOL017B Release 3: Unit descriptor and Application updated.

PUAPOL017B Release 2: Layout adjusted. No changes to content.

PUAPOL017B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to translate policies into strategic plans to ensure the organisation's policies are realised.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain and evaluate planning information	1.1 ***Information requirements*** are identified accurately and re-evaluated at regular intervals 1.2 Information is collected in time to be of use 1.3 A variety of ***sources of information*** are regularly scanned for usefulness, reliability and cost 1.4 Opportunities are taken to identify, establish and maintain contacts with those who may provide useful information 1.5 The needs of clients are researched, confirmed and assessed 1.6 Alternative methods of collecting information are identified and utilised when normal information routes are blocked 1.7 Information is collated and organised into a form to optimise planning 1.8 Conclusions drawn from relevant information are based on reasoned argument and appropriate evidence
2. Forecast trends and developments which affect service delivery goals	2.1 ***Forecasts*** are based on the best information available within given constraints of cost and time 2.2 Assessments of future ***trends*** and developments are made at appropriate time, on a regular basis, and prior to planning 2.3 The assumptions made and degree of certainty are clearly stated 2.4 The ***impact of the relevant trends*** on the operations of the area of control are clearly illustrated 2.5 The forecasts provide suitable quantitative information for taking decisions on resource allocation 2.6 ***Review systems*** are used to identify and evaluate service needs in area of control 2.7 ***Risk management*** aspects are calculated and included in planning
3. Coordinate planning	3.1 ***Networks*** are established as required to ensure all

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ELEMENT	PERFORMANCE CRITERIA
	stakeholders are informed and involved
	3.2 ***Stakeholders*** who may be affected by strategies developed are included in the planning process
	3.3 Strategies are communicated to appropriate personnel
	3.4 The work of stakeholders is coordinated to ensure efficiency and effectiveness
4. Develop strategies to support organisational goals	4.1 Outcomes of planning are consistent with the organisational goals and policies
	4.2 Outcomes are realistic and measurable and indicate the criteria to be used in measuring performance
	4.3 ***Implications for resource*** acquisition and allocation are realistically calculated and clearly presented
5. Negotiate and secure agreement for strategies	5.1 Negotiations are conducted ethically
	5.2 Concessions made remain consistent with the original intentions and with the objectives of the organisation
	5.3 ***Communication channels*** are kept open whilst additional support, arguments or further evidence is obtained when agreement is not immediately possible
	5.4 Agreements which have wider implications for the organisation are considered and relevant stakeholders are advised and consulted
6. Provide professional and technical direction and advice	6.1 Professional and technical advice is provided either on request or where it will improve the quality of strategic decisions
	6.2 Professional and technical advice is provided in a timely manner
	6.3 Personal preference or opinion offered is clearly distinguished from professional or technical advice
	6.4 Interests are declared when the interests of the manager's own area affect the advice given
7. Establish/revise systems for future service delivery	7.1 Monitoring systems are established to provide feedback information for future planning
	7.2 Information is disseminated to appropriate personnel and relevant stakeholders in a timely manner and appropriate format

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- listening
- research
- analyse and interpret information
- forecasting
- trend analysis
- establish networks
- communicate
- negotiating

Required Knowledge

- organisational policy
- organisation review systems
- risk management principles
- organisational information sources

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in the ability to develop strategies that accurately reflect organisational policies and facilitate the realisation of policy objectives. **Consistency in performance** Evidence will need to be gathered over time in an actual or simulated work environment.
Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for

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different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Information sources may include:	• departmental information • computer information systems • intelligence • community information • other organisations
Information requirements are:	• accurate • timely • concise • current • format that can be used • easy to obtain
Community requirements may include:	• surveys • crime statistics • community concern • public press • representations - members of parliament, community leaders • departmental policy
Information presentation may include:	• computerised systems • local information systems • intelligence systems
Forecast trends may include:	• crime statistics • compare with similar areas • trends in crime • social changes • population demographics
Impact of trends may include:	• type of crime • time of crime • area of crime • frequency of crime • impact on community • planning implications • surrounding areas crime trends • strategies in surrounding areas that may impact
Review systems may include:	• regular feedback from patrols and clients • crime statistics trends • effect of strategies on surrounding areas • client satisfaction

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Risk management:	• cost benefit
Networks may include:	• peers • other patrols formal/informal • specialist groups • community contacts • other organisations • other police services
Stakeholders may include:	• department • community • government bodies • other organisations • other police services
Communication channels may include:	• formal and informal • written • verbal/written • verbal • departmental policy • client need to know
Resource implications may include:	• finances • personnel • equipment • specialist groups • other organisation involvement • joint operations
Review systems may include:	• feedback reports - verbally or written • department requirements • statistics • outcomes against expected outcomes • client satisfaction • personnel satisfaction

Unit Sector(s)

Not applicable.

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PUAPOL020B Develop a business plan

Modification History

PUAPOL020B Release 3: Unit Descriptor and Application revised.

PUAPOL020B Release 2: Layout adjusted. No changes to content.

PUAPOL020B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to develop a business plan which is linked to organisational strategic outcomes and facilitates the achievement of service delivery.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify organisational objectives	1.1 Organisational objectives are identified for the specific service delivery objectives 1.2 Specific performance targets against delivery objectives are identified and set 1.3 Quality of outcomes are identified and agreed upon 1.4 ***Financial viability*** of proposed outcomes is assessed 1.5 Core values, principles and aims are matched against proposed strategies 1.6 ***Performance indicators*** to evaluate the effectiveness and efficiency of service delivery are established
2. Establish service profile and conduct resource audit	2.1 Existing service is reviewed to identify the strengths and weaknesses, achievements and problems 2.2 Core services to be reflected in the business plan are identified and are used to inform the plan's outcomes 2.3 The organisation and management of the workforce is examined and matched to the resource requirements 2.4 Financial resources and unit costs are identified and committed 2.5 Physical resources, plant and equipment are identified and committed
3. Analyse client needs and expectations	3.1 Clients and their needs are identified 3.2 ***Demographic trends/issues*** which may impact on service delivery are identified
4. Establish staffing requirements	4.1 Staffing levels and skill requirements are identified 4.2 Training programs to develop competence in business planning are identified, developed and implemented 4.3 Changes in productivity related to pay and conditions of service are recognised 4.4 EEO and OH&S policies and practices are identified and implemented 4.5 Changes in the workplace and to client's needs are managed and responded to
5. Seek approval of the	5.1 The business plan is approved by senior

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ELEMENT	PERFORMANCE CRITERIA
plan	management and the CEO of the organisation 5.2 The business plan, strategy and outcomes are communicated throughout the workforce and to relevant external organisations
6. Monitor, evaluate and update the business plan	6.1 Performance criteria and targets are measured against business plan outcomes 6.2 The outcomes are reviewed and the business plan is adjusted 6.3 Reports to management and feedback to management, persons involved and clients are provided

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- write strategic outcomes and objectives
- survey client needs
- conduct a SWOT analysis
- prepare budgets
- prepare a resource inventory
- manage change
- communicate

Required Knowledge

- organisational strategic plan
- organisational mission statement
- 'code of ethics and conduct'
- SWOT analysis
- EEO and OH&S policies and practices
- the organisation's core services

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate	It is essential for this unit that competence be demonstrated in the business plan's reflection of the organisation's strategic objectives. It identifies outcomes

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competency in this unit	and associated performance indicators. **Consistency in performance** Evidence of competence will need to be gathered over time.
Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Identification of organisational goals and values may result from examination of:	• organisation's strategic plan • mission statement • value statement • code of conduct • 'code of ethics'
Financial viability of outcomes may include:	• maintenance and working costs • capital requirements
Performance indicators may relate to:	• effectiveness • efficiency • value for money
Demographic trends/issues may include:	• political • economic • social • cultural • environment • legal

Unit Sector(s)

Not applicable.

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PUAPOL028B Manage investigation information processes

Modification History

PUAPOL028B Release 3: Unit Descriptor and Application revised.

PUAPOL028B Release 2: Layout adjusted. No changes to content.

PUAPOL028B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to gather and process information pertaining to criminal investigations undertaken by designated investigators.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use information-gathering techniques	1.1 ***Potential sources of information*** are identified and assessed 1.2 Identified sources of information are utilised 1.3 Information is obtained from identified sources, in accordance with organisational guidelines, Freedom of Information and Privacy legislation 1.4 ***Informants*** are cultivated and managed 1.5 Persons/locations of interest are monitored
2. Evaluate information	2.1 Elements of offence and coronial needs are identified 2.2 Persons/locations of interest are identified and profiles maintained 2.3 All potential intelligence/***evidence*** is identified from obtained information 2.4 The validity and integrity of the information is evaluated fairly and objectively 2.5 Relevant information is used to inform decision-making 2.6 Information is corroborated independently where possible
3. Respond to information	3.1 Information is placed into relevant information systems in accordance with organisational policy and procedures 3.2 Information is communicated to relevant areas 3.3 Security of information is maintained 3.4 Information gathered is responded to through immediate action or further inquiry or filing

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

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- written and oral communication (listening, establishing rapport, public relations, negotiation, conflict resolution, feedback)
- sourcing
- collecting and evaluating diverse pieces of information
- using information storage and retrieval systems
- classifying information
- validating information
- compliance with operational safety guidelines when dealing with informants
- identifying and managing informants
- disseminating information in appropriate forms

Required Knowledge

- organisational corporate goals and objectives
- legislation and organisational guidelines relevant to information collection
- storage and retrieval including FOI and Privacy legislation
- organisational guidelines for dealing with informants
- investigative processes
- including surveillance and intelligence processes pertaining to the area of investigational responsibility
- information sources
- security classification criteria and dissemination protocols
- information evaluation processes for establishing validity and reliability
- professional codes of conduct/ethics relating to the investigatory process

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in the gathering of information that is accurate and relevant to the investigation. **Consistency in performance** Evidence of competency in this unit will need to be gathered over time and from across a range of simulated and/or actual workplace activities.
Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments. **Specific resources for assessment** No special requirements.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Potential sources of information may include:

- internal (documents/databases, intelligence, specialist sections such as covert/surveillance policing, technical services and forensic services and other police)
- external (witnesses, victims/suspects/informants/ informers, government agencies and authorities, private agencies, literature, members of the public, surveillance)

Informants may be cultivated and managed in the following ways:

- researching background reliability
- communicating with persons at all levels
- recording information accurately
- displaying knowledge of specialist crime culture and terminology
- identifying motives of informants (these may include money, revenge, consideration of penalty, civic duty)
- controlling informants effectively
- registering informants correctly
- maintaining personal integrity
- anonymity and own counsel
- maintaining contact with informants regularly
- being self-motivated in cultivating informants

Evidence may include:

- direct
- circumstantial
- physical
- opinion
- documentary
- hearsay

Information systems are:

- either computer based or manual. What relevant information systems are depends on:
  - importance of information
  - sensitivity of information
  - reliability of information
  - where information is to be disseminated

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Unit Sector(s)

Not applicable.

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PUAPOL031B Confiscate assets

Modification History

PUAPOL031B Release 3: Unit Descriptor and Application revised.

PUAPOL031B Release 2: Layout adjusted. No changes to content.

PUAPOL031B Release 1: Primary release.

Unit Descriptor

This unit describes the planning and implementation of an assets confiscation operation, and includes the identification, seizure and disposal of property and assets involved in criminal activity.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan a confiscation of assets operation	1.1 An appraisal is conducted to identify opportunities and limitations for asset forfeiture that is consistent with ***overall operational objectives***
	1.2 A ***plan*** is developed to confiscate assets in accordance with organisational policy, procedures, and ***legislation***
	1.3 Provisions for ***safe storage and maintenance*** of confiscated assets are made and incorporated into the plan
	1.4 ***Relevant personnel*** are consulted/informed of the plan of action and the plan is modified/confirmed as required to ensure it is consistent with the overall investigation
2. Confiscate assets	2.1 Collect, collate, and analyse information that identifies assets owned by target(s)
	2.2 ***Documentation*** is prepared in accordance with organisational policy, procedures, and legislation to ***locate and quantify assets***
	2.3 Material that identifies and quantifies assets is seized in accordance with organisational policy, procedures, and legislation
	2.4 Documentation is prepared in accordance with organisational policy, procedures, and legislation to ***seize or restrain assets***
	2.5 Operatives are briefed on their duties and involvement in the operation so that they clearly comprehended the message
	2.6 Assets are seized or restrained in accordance with organisational policy, procedures, and legislation
3. *Dispose of assets*	3.1 Documentation is prepared for disposal of assets in accordance with organisational policy, procedures, and legislation
	3.2 Seized material is disposed of in accordance with organisational policy, procedures, and legislation
	3.3 Relevant personnel are advised of the outcomes of the criminal assets investigation

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- written and oral communication skills (listening, negotiation, conflict resolution)
- planning
- coordination and leadership skills to lead a multi-agency personnel response
- presentation skills
- eliciting skills
- debriefing
- interpreting skills to interpret intelligence information
- logic and reasoning
- decision making and problem solving

Required Knowledge

- case officer's role
- operations in general
- organisational operational procedures and guidelines
- relevant legislation
- correct interpretation of all applicable laws, policy and procedures
- planning (appreciation) process
- written communication
- problem solving techniques
- unit and equipment capabilities and their application to a plan
- briefing techniques
- information management systems
- government and policy environments within which operations will be conducted
- available resources which may need to be deployed to support the operation, eg. security issues and classifications
- court procedures and evidentiary requirements in provision of briefs of evidence for use by the prosecution

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence in this unit must be established through the practical demonstration of skills in confiscating assets in accordance with organisational policy and legislation, and storing assets securely.

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Consistency in performance

Evidence of competency in this unit needs to be gathered over time and in a range of confiscation of assets contexts.

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Specific resources for assessment

Access to storage facilities for confiscated assets.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

The term overall operational objectives relates to:	• an investigation or operation into a substantive offence/a part, of which involves an operation to seize or restrain assets
The ***plan*** would include:	• avenues of inquiry to be pursued • timings • investigative tools to be utilised such as search warrants • production orders and should cover pre and post interdiction as well as the execution phase of the operation
The legislation relating to confiscation of assets include:	• The Proceeds of Crime Act 1987 and the Customs Act 1901
Safe storage and maintenance provisions include:	• the provision for vehicles • vessels and other personal property • valuables such as jewellery and currency • maintenance of seized equipment or property • maintenance of premises
Relevant personnel to be informed of the plan include:	• the team leader of the overall investigation • other agencies involved in the investigation • Department of Public Prosecutions • ITSA
The documentation required to locate and quantify assets	• monitoring orders, production orders and search warrants pursuant to the Proceeds of Crime Act

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include:	1987
The documentation required to seize or restrain assets include:	• search warrants pursuant to the Proceeds of Crime Act 1987 • seizure warrants pursuant to the Customs Act 1901 restraining orders pursuant to the Proceeds of Crime Act 1987
A briefing should contain elements such as:	• evidence of the existence of a search/seizure warrant or details of the target • types of documents/assets to be seized • details of the target site • equipment required • rehearsals • timings of the operation • tasks to be completed prior to, during and after the operation • procedures of the securing of documentation/assets
Seized assets include:	• assets seized pursuant to the Proceeds of Crime Act 1987 • Customs Act 1901 or other appropriate legislation
Restrained assets include:	• assets include assets restrained pursuant to the Proceeds of Crime Act 1987 whether they are physically seized or not
The documentation required to dispose of assets include:	• correspondence with DPP and ITSA, confiscation and forfeiture orders pursuant to the Proceeds of Crime ACT 1987

Unit Sector(s)

Not applicable.

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PUAPOL032B Plan intelligence activities

Modification History

PUAPOL032B Release 3: Unit Descriptor and Application revised.

PUAPOL032B Release 2: Layout adjusted. No changes to content.

PUAPOL032B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to establish a framework within which intelligence activities are conducted in accordance with legislation and organisational requirements.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish project parameters	1.1 ***Strategic***, operational, and tactical projects are identified and prioritised to optimise resources
	1.2 ***Clients*** and stakeholders are identified and communication channels formalised to facilitate immediate and appropriate contact
	1.3 ***User expectations*** are established to formulate project objectives and outcomes
	1.4 Time frames for intelligence projects are established and agreed to reflect client needs and investigation deadlines
	1.5 Potential implications and constraints are identified and addressed in ***the project management plan***
	1.6 Client/stakeholders ownership is established to ensure involvement from the case officer and other ***users*** of the intelligence ***product***
	1.7 Terminology is defined to ensure a common understanding between those involved
	1.8 The project is compared to other current projects to determine its priority in terms of its scope, importance, and resource requirements
2. Develop a project management plan	2.1 The scope of the ***project*** is determined, including the linkages between different possible entities, to form the intelligence plan
	2.2 ***Models*** are developed to direct and inform intelligence activities
	2.3 Aims, objectives and key issues are identified
	2.4 ***Strategies*** to achieve the ***objectives*** are specified
	2.5 Communication channels between the ***operatives***, client, stakeholders and users are formalised to facilitate immediate contact
	2.6 Risk factors associated with the project are identified and strategies put in place to minimise risk
	2.7 Information is managed to facilitate its ready accessibility
	2.8 The project management plan is documented and approved

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ELEMENT	PERFORMANCE CRITERIA
3. Plan resource allocation	3.1 The ***resources*** required for the project are estimated as accurately as possible given available information 3.2 Negotiations are undertaken with decision-makers who have responsibility for resources to make them available when required 3.3 A resource plan seeking commitment to expend resources is clearly and concisely written for decision-makers

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- oral communication (listening, establishing rapport, negotiation, conflict resolution)
- written communication in preparing intelligence plans and documentation, tactical and resource plans, etc.
- resource management including budgetary, human and physical resources and allocation/access
- organisation and time management
- computer and information management
- gather, collate and record information
- operate safely as reflected

Required Knowledge

- correct interpretation of all applicable laws
- policy and procedures
- government and policy environments within which intelligence operations will be managed and political considerations which may impact
- agency goals and objectives
- information management systems and law enforcement databases
- possible client/users of the intelligence product and the different contexts in which this may be used
- different types of criminal activity and their elements eg. general crime, theft, burglary, assault, drugs, fraud, homicide, available resources which may need to be deployed to support the intelligence operation and negotiation strategies to access these
- security issues and classifications
- intelligence principles and a practical knowledge of case management systems and a range of contexts in which these can be applied, and evidentiary requirements

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in a plan that reflects strategic objective and resource constraints.

Consistency in performance

Evidence of competency in this unit will need to be gathered over time and from across a range of simulated and/or actual workplace activities.

Context of and specific resources for assessment

Context of assessment

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

The ***project management plan*** should include:

- the aims and objectives of the project
- the possible strategies available to achieve the objectives
- identified risk strategies, and costings
- It would also include reference to resources: the sources of the resources, their availability, limitations, and contingencies or alternatives
- The plan would include reference to strategies put in place to maintain or replace systems

Strategic includes:

- environmental scanning and identification of emerging issues and trends

Clients are:

- the persons or organisations requesting intelligence projects for whom completed projects are intended. Clients may be internal or external and can range from an individual to a group of people representing various levels of management from an intelligence unit, another section of the agency or multi-agency and multi-organisational group

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Users are:	• other people or organisations (not being the client) who may legitimately have access to and make use of the completed intelligence project • users may be internal or external
A ***project*** can:	• have a wide range of classifications ranging from classified through to highly classified • present a range of risks to the agency and/or client should confidentiality be breached • have routine through to unusual and unfamiliar aims and expectations • have simple through to complex parameters
User expectations include:	• the outcomes and anticipated levels of achievement of completed intelligence projects
Products can be:	• tactical or strategic, and can be formal or informal, written or oral, hard copy or electronic and of varying lengths
Objectives are:	• goals or outcomes that are realistic and measurable
Operatives may include:	• team members • clients • stakeholders and users
Strategies may include:	• identifying time frames • constraints • phases and methodologies for example: interviews, surveys, participant observation, content analysis
Resources may include:	• human • equipment/physical • financial information • information technology • intelligence • resources may be internal or external
Limitations may include:	• training needs • staff and equipment availability • computer access time • economic and financial considerations
Resource allocation decisions may be affected by:	• staffing and equipment levels of the analytical unit
Information sources may include:	• internal and external sources • individuals • groups • organisations

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Models may include:

- management of the collection
- collation and evaluation of intelligence information

Unit Sector(s)

Not applicable.

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PUAPOL033B Manage intelligence information processes

Modification History

PUAPOL033B Release 3: Unit Descriptor and Application revised.

PUAPOL033B Release 2: Layout adjusted. No changes to content.

PUAPOL033B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to manage the collection, collation, and evaluation of information within the intelligence process in accordance with legislation and organisational requirements.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an information collection plan	1.1 The type and quality of information required is identified to inform the ***collection plan***
	1.2 The most suitable ***information source*****(*s*)** is identified and briefed as to information required
	1.3 Potential information channels are identified to assist selection of the most suitable collection channel
	1.4 A clear, concise, and accessible information collection plan is written to inform operatives and users
2. Collect information	2.1 The type and quality of information required is identified and communicated clearly to information sources and collectors to facilitate desired outcomes
	2.2 ***Information*** is collected according to the methods outlined in the information collection plans
	2.3 Information is graded registered, recorded and stored according to organisational guidelines
	2.4 The Information Collection Plan is continually reviewed and amended as required to ensure a sound collection process
3. Collate information	3.1 Information is collated using methods which facilitate accessibility and rapid retrievability
	3.2 Gaps in gathered information are identified and steps taken to gather further pertinent information and give a better understanding of events
	3.3 The ***collation*** process is evaluated to determine what improvements can be made, and those improvements implemented
4. Evaluate information	4.1 The source of the ***information is evaluated*** to determine its reliability and value
	4.2 Previously collected information is ***re-evaluated*** in light of the most recently collected information to confirm a picture of events
	4.3 Invalid and/or irrelevant information is removed from further processing and retained to facilitate future reference

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- oral communication (listening, establishing rapport, negotiation, conflict resolution)
- written communication in preparing intelligence documentation and collection plans
- resource management including budgetary, human and physical resources and allocation/access
- analyse and evaluation information
- organise and manage time
- decision making and problem solving, including lateral thinking and perseverance
- operational safety as reflected in Unit APS 001 Maintain Operational Safety (General)

Required Knowledge

- government and policy environments within which operations will be managed and political considerations which may impact
- correct interpretation of all applicable laws, policy and procedures. Applicable law, policy and procedures for all the jurisdictions are detailed in the comprehensive legislation appendix at the close of the police standards submission,
- available resources which may be deployed to support the intelligence operation. As an example, the provision of surveillance, technical support
- security issues and classifications
- Informant/source cultivation and handling/management procedures
- information management and collection techniques, in the context of intelligence processes and legal requirements regarding information storage and retrieval
- information/database systems
- different types of criminal activity and their elements eg general crime, theft, burglary, assault, drugs, fraud, embezzlement, homicide etc
- intelligence principles and a practical knowledge of case management systems and the range of contexts in which these can be applied
- evidentiary requirements

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in the management of intelligence information consistent with the project plan.

Consistency in performance

Evidence of competency in this Unit will need to be

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	gathered over time and from across a range of simulated and/or actual workplace activities.
Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

The information collection plan may include:	• time frames for the collection of the information. Such timeframes may be affected by the work involved in preparing the jobs, turn around time, and translation times, • appropriate methods of information transfer which could include: (modem, facsimile, post, courier, oral, and/or by hand • assessment of risks to the source, individual or organisation)
The unpredictable nature of subjects' activities mean:	• that new entities come to notice when intelligence officers and officers are providing tactical and operational support. Therefore, the Information Collection Plan must be monitored for current relevance and brought up to date from time to time to keep up with operational developments. The plan would be classified appropriately
Information sources may include:	• other law enforcement officers in the agency • existing holdings with the agency • other law enforcement agencies • government departments • private sector • public domain, libraries • informants • regulatory bodies and professional associations • academic and research institutes
Collection techniques may include:	• library searches • interviews

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	• surveillance (physical and electronic) • observation posts • overt and covert means • surveys • hearings
Information may include:	• data • facts • anecdotal evidence • allegations and processed intelligence • pictures • video recordings • audio recordings • transcripts • narration • objects or things
Information may be:	• in hard copy or electronic form • It can be obtained by overt or covert means, and apply to unclassified through to highly classified material
Collation methods may include:	• Indexing • cross referencing • linking • sorting • comparing • categorising • integrating • using appropriate • available software programs • filing systems
The ***information is evaluated*** according to its:	• credibility • validity • reliability • accuracy • pertinence
Re-evaluation means:	• subjecting existing information to evaluation processes in the light of new information received

Unit Sector(s)

Not applicable.

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PUAPOL034B Analyse information

Modification History

PUAPOL034B Release 3: Unit Descriptor and Application revised.

PUAPOL034B Release 2: Layout adjusted. No changes to content.

PUAPOL034B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to analyse collated information for intelligence purposes.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Reduce and describe information	1.1 Information to be subjected to ***analysis*** is identified 1.2 ***Information is reduced*** and described in a suitable form to support the development of ***interpretations*** 1.3 The reduction and description processes are reviewed to determine their appropriateness, and improvements made where necessary 1.4 Information not used in the reduction and description processes is archived to facilitate future reference
2. Analyse and interpret information	2.1 Appropriate ***thinking processes*** are used to interpret the information 2.2 Sound inductive reasoning is applied to ensure consistency of interpretations based on the information 2.3 Interpretations are credible to facilitate user acceptance of interpretations and formulation of inferences based on the factual quantitative and qualitative information
3. Develop inferences	3.1 Possible interpretations are tested to review credibility and consistency with new information 3.2 ***Interpretations are refined and consolidated*** to strengthen inferences drawn 3.3 Assumptions in the arguments leading to inferences are clearly stated to inform clients and users 3.4 ***Sound inferences*** are formulated from facts and the tested interpretations 3.5 The chain of reasoning in formulating inferences is clear to ensure transparency to users and clients 3.6 Inferences are reviewed to identify and address any fallacies in reasoning 3.7 The ***relationship*** between the information developed and the probable interpretations ***is assessed*** and reported to ensure validity and compliance with agency guidelines 3.8 ***Sound recommendations*** are developed and reported to inform users of intelligence analysis outcomes

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- oral communication (listening, establishing rapport, negotiation, conflict resolution, presentations)
- written communication in preparing intelligence analysis reports etc,
- deductive and inductive reasoning
- constructing sound inductive arguments
- evaluation and re-evaluation
- computer and information system usage
- resource management including budgetary, human and physical resources and allocation/access
- work safety

Required Knowledge

- government and policy environments within which operations will be managed
- different types of criminal activity and their elements (eg general crime, theft, burglary, assault, drugs, fraud, embezzlement, homicide etc)
- correct interpretation of all applicable laws, policy and procedures. Applicable law, policy and procedures for all the jurisdictions are detailed in the comprehensive legislation appendix at the close of the police standards submission
- available resources required to support the intelligence analysis process
- security issues and classifications
- the range of analytical techniques appropriate for information analysis
- evaluation system, such as the Admiralty Code or other system
- thinking and inductive/deductive reasoning processes
- the influence of human factors on information analysis, eg. prejudice and biases, personalities in analysis, construction of sound inductive arguments, and fallacies in reasoning,
- criminal justice system procedures and evidentiary requirements

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in analysis that must be logical, valid, reliable and relevant. **Consistency in performance** Evidence of competency in this Unit will need to be gathered over time and from across a range of simulated and/or actual workplace activities.

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Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Analysis can be:	• quantitative and/or qualitative • It can be explorative, descriptive, causative or predictive
Methods of analysis can include:	• hypothesis development • link analysis • comparative analysis • biographical analysis • demographics or geographic analysis • historical analysis • scenario generation • Delphi technique • morphological analysis
Thinking processes will be:	• inductive (interpreting raw information, identifying trends or patterns and testing them) • deductive (beginning with a hypothesis and testing it), lateral, critical, or creative • thinking processes involve the use of problem solving techniques and decision making
Forms of reduced information include:	• charts • lists • diagrams • tables • summaries
Testing of interpretations must be:	• balanced • logical • sceptical • objective and comprehensive to be considered appropriate

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	• testing must involve logical reasoning • and may involve critical evaluation of additional information collection
Refining and consolidating interpretations involves:	• additional testing • re-evaluation • reformation or other activities aimed at conformation to a strong degree of probability
Sound inferences may include:	• predictions and interpretations that are probable, estimates, and/or explanations
The assessment of the relationship:	• between the information developed and the probable interpretations may be reported in written form, orally, formally or informally
Sound recommendations may address:	• both strategies and tactical issues

Unit Sector(s)

Not applicable.

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PUAPOL035B Disseminate outputs from the intelligence process

Modification History

PUAPOL035B Release 3: Unit Descriptor and Application revised.

PUAPOL035B Release 2: Layout adjusted. No changes to content.

PUAPOL035B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to develop, deliver and disseminate intelligence outputs to assist decision making.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Write reports	1.1 The client's expectation of an appropriate ***written report protocol*** is determined
	1.2 The written report ***format***, tone and language are specific to the audience and/or operational circumstances
	1.3 The report content is accurate and written in a concise and logical manner
	1.4 The written report conforms to acceptable writing conventions and is presented in a ***professional manner***
	1.5 The written report is disseminated to the intended recipients in a timely manner
2. Conduct briefings	2.1 The briefing is planned so that all essential information is included and logically arranged
	2.2 Briefing content is developed and delivered in a concise and logical manner
	2.3 Briefing content is structured to facilitate audience comprehension
3. Provide electronic products	3.1 Intended recipients are identified and contacted to establish needs and expectations
	3.2 Caveats are determined and applied to ensure that limitations on release of the product are understood
	3.3 ***Electronic products*** are designed to be compatible with intended recipient needs/systems and/or operational circumstances
	3.4 Electronic products are selected and presented to ensure conciseness and enhance delivery and recipient understanding of the message
	3.5 Electronic products are disseminated to the intended recipient in a form and timeframe to meet client needs and expectations
4. Obtain feedback from clients	4.1 Lines of communication are established and maintained to elicit feedback from clients
	4.2 ***Feedback*** on products and dissemination methods is actively sought from clients to facilitate an improved product

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Client feedback is acknowledged and recorded to enable ***appropriate action***/adjustments to the intelligence product to be made

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- oral communication (listening, establishing rapport,
- negotiation, conflict resolution, presentations)
- written communication in preparing intelligence analysis reports etc
- analysing, synthesising and evaluating
- deductive and inductive reasoning
- constructing sound inductive arguments
- computer and information system usage
- resource management including budgetary, human and physical resources and allocation/access
- operational safety

Required Knowledge

- government and policy environments within which operations will be managed
- different types of criminal activity and their elements eg general crime, theft, burglary, assault, drugs, fraud, embezzlement, homicide etc
- correct interpretation of all applicable laws, policy and procedures. Applicable law, policy and procedures for all the jurisdictions are detailed in the comprehensive legislation appendix at the close of the police standards submission
- briefing and report writing techniques
- available resources/equipment required to support intelligence reporting and briefing processes (in a range of formats)
- security issues and classifications
- electronic presentation techniques
- client feedback mechanisms
- intelligence dissemination protocols, including appropriate caveats and releasability of information

Evidence Guide

Critical aspects for	It is essential for this unit that competence be

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assessment and evidence required to demonstrate competency in this unit	demonstrated in provision of intelligence information that is useable. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Written report protocol:	• will generally include a cover page • caveat • probability rating • table of contents • glossary of terms • executive summary • introduction (aim, objective, methodology, limitations) • body • conclusion • recommendation • appendices • security classification • referenced sources and agencies • time frame reference • authorship
Types of written report may include:	• briefing papers • tactical • strategic • threat assessment • information report • operational • ministerial

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	• the written report may be disseminated to addressees on the Information Collection Plan list, organisational management, and team members
Professional manner include:	• using correct grammar and syntax • correct spelling • appropriate paragraphing • page layout • justification • use of colour • graphics • paper quality
Style includes:	• briefing 'on the run' • formal/informal • structured/unstructured • planned or impromptu • questions/no questions
Format may be:	• interactive or didactic
Logistics may include:	• presenter • invitations • suitable locations • time • duration
Resources may include:	• public address system • overhead projector and screen • handouts • video • electronic aids • human resources
Notification may be:	• by written • oral • electronic means
Briefing protocols generally:	• introductions • security classifications • briefing formats • statement of purpose, statement of duration • presentation of major findings, supporting data, conclusions, recommendations • provision of questioning time • closing of briefing
Communication skills	• visual aids • speech

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include:	• presence and language • as well as interpersonal skills such as empathy and fairness and being perceptive of all forms - verbal and non-verbal - of feedback from the audience
Presentation include:	• both the body of the presentation and the answering of questions
Electronic products may include:	• computer databases • software • modem communication • video or audio tape • e-mail and electronic versions of oral briefings or written reports
Feedback may be:	• formal • informal • written • oral • electronic
Appropriate action may include:	• no action • amend present and future products and dissemination methods • responding to feedback

Unit Sector(s)

Not applicable.

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PUAPOL036B Provide crime prevention advice through environmental design

Modification History

PUAPOL036B Release 3: Unit Descriptor and Application revised.

PUAPOL036B Release 2: Layout adjusted. No changes to content.

PUAPOL036B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to provide advice to customers to promote crime prevention through design of the built and natural environment.

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

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify a crime and safety issue	1.1 Nature of a ***customer need*** is determined and the police role is confirmed 1.2 Patterns and trends are identified through statistics and observation 1.3 ***Proactive measures*** are identified and a plan to address the crime and safety issue is developed
2. Obtain information	2.1 ***Resources*** necessary to obtain information are identified 2.2 An initial assessment of the issue is conducted 2.3 Trends, patterns and affected parties are identified
3. Analyse information to determine issues	3.1 ***Information is interpreted*** to allow preliminary decision making to occur 3.2 ***Additional content expertise*** is identified to provide further input 3.3 Relevance and ***value of the information*** is determined 3.4 A ***risk analysis*** is conducted to ensure preliminary findings reflect the intended outcome of the advice
4. Develop strategies and make recommendations	4.1 ***Crime prevention principles*** are applied to the crime and safety issue 4.2 ***Stakeholders*** are consulted to identify ***constraints*** of the potential strategy 4.3 ***Additional information*** is researched to assist strategy development 4.4 Draft strategies are formulated and options are provided to stakeholders 4.5 Recommendations are communicated to stakeholders
5. Evaluate the effectiveness of recommendations	5.1 Strategies for ***evaluation*** are identified 5.2 Effectiveness of the advice process is monitored 5.3 Ongoing ***monitoring*** of the recommendations is carried out 5.4 Effects of the implementation are monitored

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- Analytical
- Consultation
- Interpretation
- Negotiation
- Plan reading
- Presentation
- Report writing
- Survey design

Required Knowledge

- Building/planning codes
- Community liaison
- Community oriented policing
- Consequences of crime
- Local history
- Local government strategic planning
- OH&S
- Problem oriented policing
- Risk assessment
- Roles of external agencies
- Security/safety audit
- Situational crime prevention
- 3D principles: design, definition, designation
- Use of space in relation to aesthetics, lighting, seating, surfaces, signage

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to present a crime prevention through environmental design workplace project; to develop a report that includes appropriate recommendations; to develop a security audit; to measure the impact of strategies; and to survey public perception. **Consistency in performance**

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	Competency should be demonstrated in a range of contexts.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or a simulated workplace. **Specific resources for assessment** Access to: • guest speakers • digital camera, light meter, overhead projector, slide projector, whiteboard, video and replay equipment, photocopier • simulated or actual crime prevention through environmental design environments • plans and specifications • transport

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Crime and safety issues may relate to:	• Local police knowledge • OH&S • Use of space involving councils, railway stations, shopping centres, car parks, bus stops, toilets, lighting, seating, community groups, organisations, policies, cultural, regulations, taxi ranks, speaker systems, members, vandalism, safety
Customer needs may be received via:	• Business plans (police, council etc.) • Community perception • Crime reports • Cultural organisations • Direction • Letters • Liaison • Members • Organisations • Promote • Quality assurance processes • Response

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	• School security • Telephone
Proactive measures may include:	• Council planning process • Marketing • Member and public education • Networking • Observation • Promotion
Plan may include:	• Evaluation strategies • Key stakeholder identification • Statistical measures (before crime prevention through environmental design development)
Resources may include:	• Architects • Community • Developers • DISC office • Emergency services • Interest groups • Intergraph • Internet • Library • Local council • Local members • Newspapers • Other jurisdictions • Statistics
Information interpretation may include:	• Analysis • Architectural • Developer plans • Drawings • Government Information Service • Graphs • Landscape • Lighting • Map information • Photographs • Qualitative/quantitative • Schematics • Signage • Statistics
Additional content expertise	• Anthropologists

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may include:

- Architects
- Councils
- Landscapers
- Music specialists
- OH&S co-ordinator
- Planners
- Psychologists
- Risk assessment
- Sociologists
- Statisticians
- Technical experts

Information value may include:

- Accuracy
- Cost effectiveness
- Priority
- Source

Risk analysis may include:

- Analysis
- Consultation
- Data gathering
- Demographics
- Environment
- Focus groups
- History
- OH&S
- Proactive response
- Risk assessment
- Statistics
- Surveys

Crime prevention principles may include:

- Community liaison
- Crime prevention through environmental design
- Education of public
- Problem orientated policing
- Situational crime prevention
- 3 Ds
- Use of space relating to aesthetics, environmental, lighting, seating, surfaces, signage, history, video/natural surveillance, landscaping, design, access control, territorial reinforcement, security survey/audit

Stakeholders may include:

- Appropriate police channels
- Community groups
- Councils
- Customers

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	• Internal/external organisations/people • Liaison • Organisations
Constraints may include:	• Aesthetics • Building control • Budget • Community groups • Cost • Councils • Cultural • Planning and design • Policies • Politics • Practicality • Public expectation/perception • Regulations
Additional information may include:	• Academics • CPO • Internet • Library • Members • Other jurisdictions • Stakeholders
Evaluation may include:	• Analysing • Cost-budget • Developing • Implementing • Recommendations • Reports • Verbal presentations • Written
Monitoring may include:	• Advice to other jurisdictions/districts/regions • Analysis • Anecdotal evidence • Cost-budget • Critiques • Interviews • Liaison • Observations • Maintenance • Members

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- Perceptions
- Reports
- Response
- Stakeholder consultation
- Statistics
- Strengths/weaknesses
- Surveys

Unit Sector(s)

Not applicable.

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PUAPOL601 Apply core science within a forensic environment and-or investigation

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL801 Develop and appraise complex documents

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL802 Develop and review a business plan

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL803 Lead an emergency response

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL804 Manage an internal compliance audit and review within policing

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL805 Manage the human resource function of a local police work area

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL806 Apply specialised forensic science techniques

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL807 Conduct serious forensic crime and incident scene investigation

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL808 Coordinate multi-discipline forensic investigations

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL809 Develop forensic crime scene expertise

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL810 Apply fingerprint comparison and identification methodology

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL811 Determine and apply advanced fingerprint detection techniques

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL812 Develop fingerprint expertise

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL813 Operate the National Automated Fingerprint Identification System

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOL814 Perform fingerprinting of deceased persons

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDH001A Care for police dog

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDH002A Manage proficiency of a police dog

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDH003A Deploy a general purpose police dog

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDH004A Manage police dog tracking

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDH005A Manage police dog criminal apprehension

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDH006A Manage police dog for person and property searching

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDH007A Maintain police dog obedience and agility

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDH008A Deploy a specific odour police dog

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDH009A Manage police dog for specific odour searching

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV001A Maintain occupational heatlh, safety and welfare in a disaster victim identification response

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV002A Conduct disaster victim identification scene activities

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV003A Conduct disaster victim identification post mortem activities

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV004A Conduct disaster victim identification ante mortem activities

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV005A Conduct disaster victim identification reconciliation activities

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV006A Manage occupational health, safety and welfare in a disaster victim identification response

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV007A Coordinate disaster victim identification scene activities

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV008A Coordinate disaster victim identification post mortem activities

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV009A Coordinate disaster victim identification ante mortem activities

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV010A Coordinate disaster victim identification reconciliation activities

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLDV011A Command disaster victim identification incidents

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC002B Maintain a safe forensic working environment

Modification History

Release	TP version	Comments
3	PUA12 V1.1	Unit Descriptor revised.
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to maintain a safe working environment while working in a forensic role.

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

Application of the Unit

This unit applies to forensic investigators required to create a safe working environment within the context of forensics.

This unit may be applied in the field at crime/incident scenes, in a laboratory and/or at mortuary facilities and clandestine laboratories.

Forensic investigators will use this unit to identify and establish safety zones for particular functions under identified conditions. The unit will also contribute to the implementation of communication strategies by forensic investigators and will enable them to safely use laboratory equipment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and monitor potential health/safety risks	1.1 Potential physical, chemical and biological hazards are identified and risk management strategies are employed. 1.2 Relevant ***occupational health and safety*** (***OH&S***) ***guidelines*** are applied to contain/control exposure levels. 1.3 ***Personnel*** and members of the public at risk of exposure are immediately identified and notified of potential hazard. 1.4 Hazards are immediately cordoned off and clearly identified.
2. Identify specialist/external agency requirements	2.1 Need for specialist and/or ***external agency*** assistance is assessed and requested where necessary. 2.2 Access pathways are identified to both specialist/external agencies and other relevant personnel.
3. Use and maintain protective clothing and safety equipment	3.1 ***Protective clothing*** and ***safety equipment*** is maintained in accordance with manufacturer's instructions and kept is readily available. 3.2 Protective clothing and safety equipment is replaced in accordance with documented replacement programs.
4. Apply collection/packaging procedures safely	4.1 Safe ***collection*** and ***packaging procedures*** are identified and employed to contain health and safety risks and to maintain integrity of exhibits.

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ELEMENT	PERFORMANCE CRITERIA
	4.2 Relevance of packaging procedures to the type and scope of hazard and potential periods of storage is ensured. 4.3 Disposal of ***hazardous material*** including protective clothing and packaging is in accordance with documented procedures and relevant OH&S legislation, laboratory safety and environmental protection guidelines.
5. Use and maintain equipment and substances, and dispose of safely	5.1 Manufacturer's instructions, documented procedures and best practice are employed during the operation of equipment and the use of ***substances*** and consumables. 5.2 Potential hazards identified during the use/operation of equipment are documented. 5.3 Where faulty the use/operation of that equipment is ceased pending inspection/repair. 5.4 Operational equipment, consumables and substances are secured to ensure only restricted/***authorised*** access at all times. 5.5 Potential hazards relating to equipment, disposables and substances are identified and requisite warning labels/notices along with relevant HAZCHEM/safety symbols are made clearly visible. 5.6 Documented training programs relating to the function, use and operation of relevant laboratory and ***field equipment*** are undertaken. 5.7 Material safety data information is located, read and followed as appropriate to tasks undertaken.
6. Follow accident/Injury reporting procedures	6.1 Documented procedures relating to OH&S incidents are adhered to. 6.2 Relevant forms are completed and submitted according to documented procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- effectively communicate safety issues/concerns to colleagues, supervisors and when necessary other emergency service workers and the public

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- minimise workplace risks to self, colleagues and the public
- plan, implement and where necessary adapt workplace safety responses to situational contexts
- recognise and accurately assess situational risks/hazards
- safely operate and use general issue and emergency operational equipment and safety clothing

Required Knowledge

- established strategies to optimise safety under a range of field and laboratory scenarios
- general duty of care responsibilities
- organisational OH&S legislation as it applies to forensic investigation
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisational policy and procedures covering safety issues/practices
- potential risks associated with a range of field and laboratory activities
- relevant OH&S/hazard management specialists and external agencies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • apply safe work practices at all times **Consistency in performance** Competency should be demonstrated over time and across a range of workplace or simulated situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed on-the-job or in a simulated work environment. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter

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	supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Occupational health and safety guidelines include:	• CCH Safety in Laboratory Guidelines • Commonwealth and state/territory OH&S legislation • documented internal OH&S procedures manuals • national Code of Practice for the labelling of workplace substances [NOHSC: 2012 (1994)] • relevant Australian Standards
Personnel may include:	• forensic operatives • members of the emergency services including ambulance, fire and state/territory emergency services • members of the policing community including investigators • service providers and government instrumentalities such as electricity and water providers
External agencies may include:	• biologists • chemists • industry specific advisers • other government and community based departments and organisations as fire services, ambulance service, health departments, insurance investigators, and other public safety organisations
Protective clothing may	• aprons and specialist HAZCHEM and biological

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include:	apparel • boots • disposable overalls • gloves • smocks
Safety equipment may include:	• breathing apparatus • first aid kits and equipment • fuming hoods • helmets • safety shower and eyewash equipment • sharps containers and biohazard packaging and containers • spill kits • visors
Collection means:	• retrieval or acquisition of any item by any means which is related to a forensic investigation
Packaging procedures may include:	• type, physical properties and methodology employed during the packaging of any item/exhibit relevant to a forensic investigation
Hazardous material may include:	• materials with inherent or introduced biological, chemical, radioactive or physical hazards of any type or severity including teratogenic • mutagenic and corrosive substances and explosives
Substances may include:	• field and laboratory chemistry • other substance that may be found in either the field or laboratory during a forensic investigation
Authorised may include:	• access • acquire and use any substance • apparatus • equipment or thing in relation to a forensic investigation
Field equipment may include:	• camera equipment of various types • crime scene/fingerprint examination kits • fuming equipment • hand tools of various types • ladders • light sources • vehicles

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Unit Sector(s)

Not applicable.

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PUAPOLFC003B Detect, record and collect physical evidence

Modification History

Release	TP version	Comments
3	PUA12 V1.1	Unit Descriptor revised.
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to process activities involved in recording and collecting physical evidence during ***incident*/*crime scenes*** and ***laboratory examinations***.

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

Application of the Unit

Detecting, recording and collecting physical evidence is of the utmost importance and can be applied in various contexts within incident/crime scenes and laboratory examinations.

This unit is relevant for all aspects of handling physical evidence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Detect and record physical evidence	1.1 ***Physical evidence*** is ***detected*** using observation techniques and appropriate technological methods. 1.2 Physical evidence is collected to prevent contamination or loss. 1.3 Samples collected are sufficient in quantity, where possible, to allow all potential examinations/analysis to be carried out. 1.4 Samples collected are sufficient to represent the ***natural variation*** that occurs in the physical evidence. 1.5 ***Control reference samples*** are collected, where available and appropriate. 1.6 Documented record of the physical evidence is produced in line with agreed agency procedures.
2. Collect physical evidence	2.1 Physical evidence is recorded prior to examination to ensure continuity and accuracy. 2.2 ***Recording methods*** are identified to document the physical evidence in accordance with quality system requirements and within resource limitations. 2.3 Latent evidence is ***collected***/detected by physical or chemical means.
3. Package physical evidence	3.1 Items are ***packaged and stored*** to maintain continuity and prevent degradation or contamination. 3.2 Physical evidence is packaged in accordance with occupational health and safety (OH&S) guidelines. 3.3 Details of evidence collected are entered in case notes and where appropriate in the exhibit register to maintain continuity.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse, make decisions and solve problems in responding to a range of physical evidence contexts including the systematic examination of items of physical evidence
- collect, package and preserve specific evidence types
- communicate in writing clearly and unambiguously
- handle exhibits and preserve continuity of evidence
- maintain operational safety
- manage resources and time effectively
- use specialised evidence recording equipment as required

Required Knowledge

- application and potential limitations of forensic investigative techniques
- legislative, policy, and quality system context in which forensic examinations are conducted
- legislative, policy, and quality system requirements for search and the seizure of physical evidence
- legislative, policy, and quality system requirements for collecting, preserving continuity and disposing of exhibits
- legislative, policy and quality system requirements for the security, protection and preservation of the evidence
- OH&S practices to be followed when recording, collecting and packaging physical evidence
- range of techniques available for the recording, collecting, packaging and preserving physical evidence
- required forensic documentation for the recording and collection of physical evidence
- role and functions of other forensic discipline specialists in the recording, collection, preservation and continuity of physical evidence

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate	Assessment must confirm the ability to: • maximise the potential evidentiary value of the exhibit

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competency in this unit	**Consistency in performance** Competency should be demonstrated over time and across a range of workplace or simulated situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed on-the-job or in a simulated work environment. This unit must be assessed against the relevant discipline such as Crime Scenes, Fingerprints, Documents, Firearms, Toolmarks, Fire and Explosion, Criminalistics or Biology. Competency in this unit in one particular discipline does not imply competence in any other forensic discipline in this same unit. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Incident/crime scenes may	• Civil investigations

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include:	• Controlled drug deliveries • Criminal investigations • Disasters • Drug substitutions • Fire and explosions • Industrial accidents • Search of persons/evidence • Searches and evidence collection • Sudden deaths • Special events • Vehicle collisions • Vehicle identification
Laboratory examinations may include:	• Document examination • Fingerprint development/enhancement/examination • Firearm examinations • Motor vehicle examinations • Shoeprint development/enhancement/examination • Toolmark examinations • Trace evidence examinations
Physical evidence may include:	• Any and all objects • Liquid or gas including the relationship between all such objects • Living or inanimate objects • Objects gross or microscopic in size • Solid • Tyremarks, shoemarks, toolmarks, fingerprints, fibres, biological tissue, blood stain analysis, vehicle examinations, paint, clothing, fire debris and documents
Detection methods may include:	• Chemical • Optical • Physical
Natural variation refers to:	• Diversity of characteristics that occurs in all items of physical evidence
Control/reference samples refers to:	• Control samples which represent background contaminants • Samples collected from a known source (such as elimination fingerprints, hairs from the victim and suspect)
Recording methods can be:	• Audio recording • Computer generated data • Digital imaging

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	• Hand written notes • Global positioning system (GPS) • Photographic • Physical capture • Sketch plan • Video recording
Evidence collection methods may include:	• Hand picking (including use of forceps, gloves) • Swabbing • Sweeping • Tape lifting • Vacuuming
Packaging and storing to maintain continuity and prevent degradation or contamination may include consideration of:	• Drying of wet exhibits • Exhibit labels • Packaging medium • Physical nature of exhibit • Storage temperature • Tamper evident seals

Unit Sector(s)

Not applicable.

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PUAPOLFC004B Evaluate and document cases and facilitate analyses

Modification History

PUAPOLFC004B Release 3: Unit Descriptor revised.

PUAPOLFC004B Release 2: Layout adjusted. No changes to content.

PUAPOLFC004B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to evaluate and document cases submitted for forensic examination, and to facilitate analysis.

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

Application of the Unit

This unit may be applied in a forensic examinations context and will enable analysis of cases. Analysing and assessing skills, documenting information related to cases, and liaison and communication skills will be applied within the context of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate cases	1.1 ***Physical evidence*** being presented for examination is checked to ensure the ***integrity of the exhibit*** has not been compromised. 1.2 Information about the case is assessed to determine client needs. 1.3 Case is evaluated to gauge the appropriateness of proceeding in light of laboratory policy and resource limitations.
2. Document cases	2.1 Physical evidence is received and processed according to organisational guidelines and legislative requirements. 2.2 Documentation is completed in accordance with evidentiary requirements and organisational guidelines. 2.3 Relevant information is accurately entered into the ***case management system*** in accordance with organisational procedures. 2.4 Physical evidence is stored according to organisational guidelines to ensure its continuity, integrity and security.
3. Facilitate examination by appropriate forensic practitioners	3.1 Evidence is assessed and identified for examination by appropriate forensic practitioners. 3.2 ***Liaison with clients***/***investigators*** is conducted to ensure ***relevance of examinations.*** 3.3 ***Logistics*** of the examination are discussed and documented with other forensic practitioners as required. 3.4 ***Movement of exhibits*** for examination is undertaken in accordance with organisational procedures to ensure continuity, security and integrity.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse situations, make decisions and solve problems in responding to a range of forensic investigation contexts
- apply occupational health and safety (OH&S) principles
- communicate in writing (clearly and unambiguously)
- communicate orally (listen, establish rapport, negotiate, resolve conflict)
- handle exhibits and preserve continuity of evidence
- manage resources including allocation/access (budgetary, human, physical resources)
- manage time effectively
- work effectively with a range of practitioners

Required Knowledge

- legislative, policy, procedural and quality system requirements for the collection, preservation, security, continuity, receipt and disposal of exhibits
- OH&S practices to be followed when handling physical evidence
- organisational and quality system requirements relating to the evaluation of cases
- preparation and submission of forensic documentation
- range of services available to assist laboratory examination and interpretation of physical evidence
- role and functions of forensic discipline specialists in the laboratory examination of physical evidence

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- appropriately handle physical evidence submitted with cases
- determine appropriate sites for the examination of evidence

Consistency in performance

Competency should be demonstrated over time and across a range of workplace or simulated situations.

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Context of and specific resources for assessment	**Context of assessment** Competency should be assessed on-the-job or in a simulated work environment. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Physical evidence may include:	• Any and all objects • Liquid or gas including the relationship between all such objects • Living or inanimate objects • Objects gross or microscopic in size • Solid • Tyremarks, shoemarks, toolmarks, fingerprints, fibres, biological tissue, blood stain analysis, vehicle examinations, paint, clothing, fire debris and documents
Integrity of the exhibit incorporates:	• Assessment of the circumstances surrounding the collection and preservation of the evidence to determine any potential contamination of the exhibit

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	• Assessment of the package in which the evidence is contained • Package must be sealed and labelled in accordance with agency guidelines (agency guidelines may include methods and procedures manuals quality system requirements)
Case management system may include:	• Electronic case management database system • Hard copy case files and associated filing/retrieval system
Liaison with clients/investigators includes:	• Face-to-face or by phone • Formal and informal meetings • Transmission of documentation electronically
Relevance of examinations may include:	• Appropriateness • Sequence and timeliness of examinations in the context of investigation directions/timeframes
Logistics includes:	• Delivery of exhibits • Cost • Timeframes and security
Movement of exhibits encompasses:	• Transportation of evidence between forensic disciplines, external agencies and professionals

Unit Sector(s)

Not applicable.

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PUAPOLFC005B Prepare and submit forensic documentation

Modification History

PUAPOLFC005B Release 3: Unit Descriptor revised.

PUAPOLFC005B Release 2: Layout adjusted. No changes to content.

PUAPOLFC005B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to prepare and submit documentation relating to forensic examinations.

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

Application of the Unit

This unit will be applied within a forensic environment and is relevant for preparing and documenting forensic documentation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain and complete case notes and associated records	1.1 ***Case notes and associated records*** are completed and maintained in accordance with procedural and quality system requirements. 1.2 Accuracy, completeness, legibility and clarity of case file content is ensured in accordance with organisational guidelines.
2. Report results	2.1 Results are documented in the established format to ensure quality and consistency in accordance with organisational policies and procedures. 2.2 Information provided in the report is accurate and succinct, and conveys outcomes of the examination/s. 2.3 Reports are submitted in accordance with quality control procedures. 2.4 Reports are submitted in a manner that ensures security of the information and timeliness of results.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply techniques for information collection, recording, collating, analysing and re-evaluating
- communicate clearly and unambiguously in writing when preparing statements, reports, case files, and other documentation
- manage time
- organise work effectively
- use computers and information technology

Required Knowledge

- organisational policy and procedural requirements for the reporting of findings to clients/stakeholders
- quality system requirements relating to the taking of case notes and preparation of case files and reports

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- various approved formats of forms, case files and reports

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • prepare documentation that complies with the requirements of the quality system **Consistency in performance** Competency should be demonstrated over time and across a range of workplace or simulated situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed on-the-job or in a simulated work environment. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Case notes include	• Case file logs • Handwritten notes • Photographs • Reports • Sketch plans • Statements • Scale plans • Video/audio tapes
Associated records may include	• Database and case management system entries • Exhibit registers • External reports • Photocopies of published research/supporting materials • Procedural and quality system requirements, which may include compliance with: • legislative requirements • organisational guidelines • procedures/methods manuals • accreditation criteria • Reports including statements, statutory declarations, affidavits

Unit Sector(s)

Not applicable.

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PUAPOLFC006B Contribute to and comply with quality systems

Modification History

PUAPOLFC006B Release 3: Unit Descriptor revised.

PUAPOLFC006B Release 2: Layout adjusted. No changes to content.

PUAPOLFC006B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to contribute to and comply with quality system guidelines.

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

Application of the Unit

This unit applies to persons who are required to contribute to quality systems within their workplace as well as comply with set quality systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Comply with quality system requirements	1.1 ***Organisational policies and procedures*** are followed in accordance with quality system requirements. 1.2 Any variations from quality system procedures are clearly documented. 1.3 Non-conformance of laboratory practice is identified and reported in accordance with quality system requirements. 1.4 Corrective action to address non-conformance is implemented.
2. Undertake proficiency testing/casework review	2.1 Internal/external proficiency tests are completed in accordance with organisational policies/guidelines/quality system requirements. 2.2 Case work is submitted for quality assurance review in accordance with organisational policies/guidelines/quality system requirements.
3. Contribute to quality system maintenance	3.1 Quality system issues are raised with designated person in accordance with quality system procedures. 3.2 Audit processes are participated in as required.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively
- follow instructions and directions
- identify system improvements and deficiencies and convey to management

Required Knowledge

- quality system context in which forensic examinations are conducted
- relevant organisational quality system procedures

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- understand and implement quality system requirements

Consistency in performance

Competency should be demonstrated over time and across a range of workplace or simulated situations.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job or in a simulated work environment.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Organisational policies and procedures may include:	• documented procedures in quality manuals, procedures manuals, policy and other administrative guidelines • non-conformance, variation, corrective action and proficiency testing • organisation's approach to environmental management and sustainability • quality system issues (deficiencies and improvements)

Unit Sector(s)

Not applicable.

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PUAPOLFC008B Process and interpret comparative evidence

Modification History

PUAPOLFC008B Release 3: Unit Descriptor revised.

PUAPOLFC008B Release 2: Layout adjusted. No changes to content.

PUAPOLFC008B Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to evaluate and undertake comparative analysis during a forensic investigation.

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

Application of the Unit

This unit will be applied during forensic investigations by using evaluation, comparative, examination and verification skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate evidence for comparison	1.1 Type of comparative evidence is identified and examined to determine its forensic value in accordance with organisational policies, procedures and guidelines. 1.2 Examination regime is chosen to ensure the integrity of the process, samples and exhibits. 1.3 ***Standards*** and ***known samples*** are selected for inclusion in the ***comparative process*** based on relevance and integrity of source.
2. Conduct comparison	2.1 ***Characteristics*** are determined to facilitate comparison. 2.2 Characteristics are distinguished and evaluated in accordance with documented discipline procedures and quality system requirements.
3. Verify and report results	3.1 Comparative processes and conclusions are subjected to ***peer review.*** 3.2 Results are reported in accordance with discipline and quality system requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse, make decisions and solve problems in responding to a range of comparative examinations
- apply occupational health and safety (OH&S) principles
- communicate and negotiate in discussing comparative examination results with investigators, forensic practitioners and other stakeholders
- handle exhibits and preserve continuity of evidence
- manage resources and time
- use discipline specific laboratory equipment, such as fingerprinting equipment, computer software, photographic equipment

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Required Knowledge

- background, methodology principles, application and potential limitations of comparative examination techniques
- characteristics which typify evidence collected in a specific forensic discipline
- legislative and procedural requirements for the security, protection and preservation of evidence
- legislative, policy, and quality system context in which comparative examinations are conducted
- OH&S practices to be followed when examining physical evidence
- quality system requirements for comparative examinations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- include or exclude evidence on the basis of comparative examination

Consistency in performance

Competency should be demonstrated over time and across a range of workplace or simulated situations.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job or in a simulated work environment.

This unit must be assessed against the relevant discipline such as Crime Scenes, Fingerprints, Documents, Firearms, Toolmarks, Fire and Explosion, Criminalistics or Biology.

Competency in this unit in one particular discipline does not imply competence in any other forensic discipline in this same unit.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically

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recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Standards:	• Are subject to documented quality system guidelines and include control standards relevant to specific disciplines
Known samples:	• Should be collected in accordance with documented procedures
Comparative process:	• Means any analysis of items to compare identifying features and determine commonality/difference
Characteristics may include:	• Class and individual characteristics • Handwriting including spatial quality, line quality, pictorial consistency and feature comparison such as size, proportion, slant, spacing, style, form and baseline characteristics • Impressions and marks or occurrences of any kind whether occurring naturally or by a process • Minutiae • Points of identity • Striations • And characteristics relevant to specific disciplines such as: • fingerprints (pattern types include arches, loops, whorls and composites) • characteristics include ridge endings and bifurcations

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- classification includes cores and deltas
- firearms: (projectiles; lands and grooves and direction of twist, cartridge cases, firing pin impressions, ejector marks and extractor marks)

Peer review:

- Means any review, re-examination, critical appraisal or verification of results, determinations or opinions made by practitioners in the relevant discipline, in accordance with quality system requirements

Unit Sector(s)

Not applicable.

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PUAPOLFC014A Conduct investigations at a bomb-explosion scene

Modification History

Not applicable.

Unit Descriptor

This Unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC015A Undertake analyses and examination of firearms and ammunition

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC016A Restore serial numbers to firearms, parts and accessories

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC017A Examine ammunition components using the comparison microscope

Modification History

Not applicable.

Unit Descriptor

This Unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC018A Reconstruct shooting scenes

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC019A Assemble and disassemble ammunition

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC020A Undertake firearm related test

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC021A Interpret gunshot wounds

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC022A Prepare and present specialist forensic evidence or opinion

Modification History

PUAPOLFC022A Release 3: Unit Descriptor revised.

PUAPOLFC022A Release 2: Layout adjusted. No changes to content.

PUAPOLFC022A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to prepare and present forensic evidence, statements and submissions, and to brief counsel in accordance with jurisdictional laws and organisational policies and procedures.

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

Application of the Unit

The application of this unit in the workplace is relevant for specialist staff skilled in forensic investigations managing the investigation and can be performed by fingerprint, crime scene and firearms examiners.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for proceedings	1.1 Arrangements, role and involvement in proceedings are confirmed
	1.2 Case requirements are assessed and ***evidence*** is prepared in accordance with organisational and judicial requirements
	1.3 All forensic evidence in proceedings is reviewed prior to presentation in court to ensure accuracy, continuity and integrity
	1.4 Proceedings and ***protocols*** are adhered to in preparing evidence in accordance with organisational policies and procedures
	1.5 Precedents relevant to procedures are identified to assist ***court proceedings*** as required
	1.6 Case briefings are conducted with relevant personnel in accordance with judicial and organisational policies and procedures
2. Present evidence	2.1 Adherence to rules of evidence, protocols and procedures relevant to the jurisdiction is applied
	2.2 Evidence is communicated in a clear concise and articulate manner
	2.3 Expert evidence or opinion is provided on request in accordance with judicial requirements
	2.4 Exhibits are presented in accordance with legal, judicial and occupational health and safety (OH&S) requirements as required
3. Review court proceedings	3.1 Outcomes of proceedings are reviewed and where appropriate, issues are communicated to appropriate personnel in the organisation
	3.2 Involvement in the judicial proceedings is evaluated to inform future practice

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- brief counsel
- collate evidence
- prepare statements
- present evidence clearly and concisely
- produce scientific reports
- research and identify precedents
- take notes
- use a computer to create, edit and print documents
- write reports

Required Knowledge

- appeals systems
- burden of proof
- conduct and operation of hearings
- Coroners Act
- Criminal Code
- exemptions and defences
- general principles of criminal liability
- Hearsay Rule
- how to prepare legal brief (precedents, witness statements, records of evidence, investigator's reports, media footage, log books)
- how to prepare submissions
- legislative requirements of presenting evidence
- organisational policies and procedures relating to preparation of documents and evidence, and providing expert opinion
- points of proof
- procedures and protocols in different judicial/quasi-judicial systems
- qualifications and experience required of expert witnesses
- range of crimes/offences that can be committed
- relevant sections of Evidence Act
- relevant sections of legislation
- role of lay and expert witnesses
- role of legal personnel in judicial/quasi-judicial systems
- rules of evidence in different judicial or quasi-judicial settings
- types of evidence admissible in judicial/quasi-judicial systems
- types of offences
- use of notes in court/tribunal/commission

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- prepare forensic evidence, statements and submissions
- brief counsel utilising the full and detailed evidence to hand
- prepare and present comprehensive and accurate legal briefs.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job or in a simulated work environment.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Evidence may include:	• Case files • Court documents • Exhibits • Expert reports • Notes • Photographs • Statements • Visual aid (audio, visual, physical)
Protocols may include:	• Forms of address • Standards of attire
Court proceedings may include:	• Judicial and quasi-judicial tribunals • Rules of court

Unit Sector(s)

Not applicable.

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PUAPOLFC023A Communicate in a forensic science environment

Modification History

Not applicable.

Unit Descriptor

This Unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC024A Record incident scene and evidence

Modification History

Not applicable.

Unit Descriptor

This Unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC025A Coordinate forensic evidence analysis

Modification History

Not applicable.

Unit Descriptor

This Unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC026A Apply forensic case management systems

Modification History

Not applicable.

Unit Descriptor

This Unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC028A Examine forensic scenes

Modification History

Not applicable.

Unit Descriptor

This Unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLFC029A Use and maintain specialist forensic equipment

Modification History

PUAPOLFC029A Release 3: Unit Descriptor revised.

PUAPOLFC029A Release 2: Layout adjusted. No changes to content.

PUAPOLFC029A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to use and maintain laboratory and field equipment used within Forensic Services.

This unit replaces PUAPOLFC001A Use and maintain specialist forensic equipment.

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

Application of the Unit

This unit applies to persons using and maintaining forensic equipment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain equipment	1.1 ***Maintenance*** routines are performed on ***equipment*** and where required, documented, to comply with established ***maintenance schedules***
	1.2 Equipment is stored to maintain its security and handled in accordance with manufacturer's recommendations
2. Use equipment	2.1 Task requirements are analysed and strategies are implemented to successfully examine and record forensic evidence
	2.2 Equipment is used in accordance with manufacturer's instructions, documented procedures and organisational policies and procedures
	2.3 ***Safety equipment*** is used at accident, crime, incident or other situations as necessary
	2.4 Equipment ***fault or failure*** is ***reported*** in accordance with documented procedures and alternative equipment or methods are employed

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accurately use recording equipment and processes to produce evidence that is acceptable in courts
- apply occupational health and safety (OH&S) principles, which includes OH&S legislation, laboratory safety manuals, relevant Australian Standards
- select and use appropriate laboratory and field equipment
- take forensic photographs
- undertake routine equipment maintenance of applicable equipment

Required Knowledge

- disciplines such as Crime Scenes, Fingerprints, Documents, Firearms and Toolmarks, Fire and Explosion scenes
- jurisdictional laws, policies and procedures covering the use of laboratory and field

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equipment
- maintenance requirements for equipment
- operating procedures for equipment
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- requirements of the quality system
- safety practices that must be followed when using equipment
- various types of equipment maintenance logs/damage reports required and when they must be completed

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use properly maintained equipment to maximise the evidentiary value of physical evidence.

Consistency in performance

Competency should be demonstrated over time and across a range of workplace or simulated situations.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job or in a simulated work environment.

This unit must be assessed against the relevant discipline such as Crime Scenes, Fingerprints, Documents, Firearms, Toolmarks, Fire and Explosion, Criminalistics or Biology.

Competency in this unit in one particular discipline does not imply competence in any other forensic discipline in this same unit.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

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Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Maintenance would include:

- Cleaning
- Repairing faults and breakages
- Replenishing consumables
- Warranty and routine services
- Waste disposal

Equipment may include:

- Crime scene investigation - recording and capture devices, light sources, casting and restoration equipment and electrostatic lifters
- Fingerprint identification - recording and capture devices, fuming cabinets, fume hoods, light sources and IT equipment (e.g. NAFIS system)
- Firearms and toolmark examination - microscopes, recording and capture devices, and measurement devices
- Document examination - recording and capture devices, light sources and electrostatic detection apparatus
- Fire and explosion scene investigation - recording and capture devices and light sources

Maintenance schedules would include:

- Calibration routines, which are applied where measurements are required to be verified against a reference standard according to documented procedures
- Calibration schedules from quality manuals and maintenance contracts

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Safety equipment includes:	• Manufacturer's guidelines • Boots • Chemical spill kits • Coveralls • Emergency eye wash and showers • Eye protection • First aid kits • Fume hoods • Gloves • Masks • Overalls • Protective clothing • Respirators • Splash suits
Fault or failure includes:	• System or item failure or physical damage
Reporting of a fault or failure may include:	• Verbal communication • Written communication

Unit Sector(s)

Not applicable.

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PUAPOLFC030A Manage complex forensic investigations

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLGD001A Maintain police operational safety

Modification History

PUAPOLGD001A Release 3: Unit Descriptor revised.

PUAPOLGD001A Release 2: Layout adjusted. No changes to content.

PUAPOLGD001A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to assess and respond to operational safety risks.

This unit does not cover the specialised safety practices required of specialist officers such as police diver, search and rescue squad member, special operations/tactical response group member, covert investigators or some forensic investigators.

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

Application of the Unit

This unit applies to persons who assess and respond to situational risks in the workplace and support the maintenance of a safe working environment. The ability to employ operational safety skills and tactics are embedded within this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess and action situational risks in *workplaces*	1.1 Situational safety is assessed and well-informed judgements are made in accordance with agreed operational practices and the surrounding environment 1.2 ***Potential risks*** to own safety, the safety of fellow officers and members of the public are quickly and correctly identified, ***assessed and actioned*** where appropriate
2. Maintain a safe working environment	2.1 Operational safety responses/procedures are identified and/or planned and implemented within organisational policies and procedures 2.2 Equipment, materials and environment are assessed for hazards and protective action is planned to ensure the health and safety of people 2.3 ***Safety issues*** are evaluated and advised to relevant officers and alternate responses are actioned where appropriate 2.4 Appropriate protective clothing and equipment are correctly identified, worn and utilised where and when required 2.5 Incidents are identified, and observations are recorded and reported accurately, promptly and in the required format to relevant personnel
3. Employ operational safety skills and tactics	3.1 Situations are assessed correctly and informed judgements made as appropriate for the use of ***operational safety skills and tactics*** 3.2 Operational safety skills and tactics are applied in accordance with organisational policies and procedures, subject to surrounding conditions 3.3 Documentation regarding the use of force is completed and submitted in accordance with organisational requirements

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- effectively communicate safety issues/concerns to colleagues, supervisors and when necessary, other emergency service workers and the public
- effectively communicate with a wide range of community members such as those with physical/sensory/intellectual impairment and with different cultural backgrounds
- minimise workplace risks to self, colleagues and the public
- plan, implement and where necessary adapt workplace safety responses to situational contexts
- recognise and accurately assess, situational risks/hazards
- safely operate and use general issue and emergency operational equipment and safety clothing

Required Knowledge

- established strategies to optimise safety under a range of operational scenarios
- general duty of care responsibilities
- most appropriate use of force (restraining and defensive tactics)
- occupational health and safety (OH&S) guidelines for lifting and carrying persons
- organisational OH&S legislation as it applies to policing
- organisational policies and procedures covering operational safety issues/practices
- potential risks associated with a full range of non-specialist operational policing activities
- use of force, its legal parameters and reporting requirements in relation to operations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify workplace safety risks, work practices and defensive tactics to ensure the safety of self and others.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

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Context of and specific resources for assessment	**Context of assessment** Competency should be assessed over time in a range of actual or simulated workplace environments. **Specific resources for assessment** Access is required to: • standard organisational operational accoutrements • operational safety equipment and vehicles.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Workplaces may include:	• Crime/incident scenes • Foot or mobile patrol environments • Industrial/business/domestic buildings • Police stations • Public crowd/traffic control tasking sites • Public transport systems • Sporting and social venues • Watch houses
Potential risks may include:	• Buildings or property and could be already present or evolve as a result of actions taken

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	• Matters or events that could harm persons
Assessing and actioning potential risks may include:	• Analysing situational intelligence and evidence • Communicating with other agencies such as the Road Traffic Authority (RTA), local government, community services • Gathering existing situational intelligence from colleagues • Identifying and valuing potential risks (and their strengths) arising from a situation or a situation's particular timeframe • Other emergency service workers and/or public present at site • Reporting • Reviewing previous reports • Safe control/management of hazard • Techniques such as personal observation
Safety issues may include:	• Issues/matters that may impact on the future safety of officers and could include faulty equipment • Inappropriate operational procedures or the need for skills enhancement
Operational safety skills and tactics may include:	• Crowd control • Dealing with aggressive/violent/intoxicated/drugged/ injured/uncooperative persons • Dealing with potentially hazardous substances such as noxious gases, chemicals, fuels • Lifting and carry persons • Operation of police vehicles and equipment including weapons • Preventing disease transmissions • Range of skills and tactics sanctioned by an organisation to enable an officer to defend against or restrain persons attempting to physically harm themselves • Risk assessment and contingency planning • Situational communication techniques • Use of force techniques/options/strategies • Use of safety clothing (such as visibility vests, wet weather gear, riot clothing/headgear, rubber gloves) • Warning devices (portable lamps, signs, torches) and safety barriers/warning tapes

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Unit Sector(s)

Not applicable.

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PUAPOLGD002A Apply policing methods

Modification History

PUAPOLGD002A Release 3: Unit Descriptor revised.

PUAPOLGD002A Release 2: Layout adjusted. No changes to content.

PUAPOLGD002A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to undertake patrols and to respond to situations to enforce laws and/or to maintain public order.

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

Application of the Unit

This unit applies to persons undertaking patrols and using knowledge of the local patrol area to inform policing strategies.

This unit supports the ability to analyse information/intelligence in order to use policing strategies, which include the ability to resolve/refer/respond to issues.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake patrols	1.1 Positive visual and professional presence is maintained while ***patrolling***
	1.2 Emergent situations are correctly analysed and appropriate actions are taken, including requests for further assistance
	1.3 ***Effective communication*** is maintained with other relevant officers, other related agencies and the public where appropriate
	1.4 Patrolling is undertaken in accordance with organisational requirements, principles of non-discrimination, supervisor's instructions and in a manner that optimises achievement of patrol goals
	1.5 ***Information***/***intelligence*** gathered and analysed while on patrol is shared with other officers
2. Analyse, maintain and utilise knowledge of the local patrol area	2.1 Features particular to a patrol area are analysed, noted and disseminated
	2.2 Communication paths are established and fostered with patrol community members
	2.3 Policing issues concerning a patrol area are identified in the media, through internal intelligence and bulletins/notices
	2.4 Patrol area information and issues are analysed and used to select policing strategies
3. Utilise and maintain currency of internal intelligence	3.1 Internal/external sources of information are accessed and used to maintain currency with general and patrol specific criminal and community social and economic issues
	3.2 Communication, regarding latest patrol area issues, is maintained with other patrol members and sections in accordance with organisational information security procedures
	3.3 Activities are based on an analysis of the latest patrol intelligence and in accordance with organisational procedures
4. Analyse and respond to	4.1 ***Taskings*** are received, acknowledged and actioned

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ELEMENT	PERFORMANCE CRITERIA
incidents/taskings and requests for assistance	in accordance with operational procedures 4.2 Incident attendance and method of approach are timely, situationally and culturally appropriate, well planned and consistent with organisational policy 4.3 All actions taken in response to incident/tasking are in accordance with organisational policies and procedures 4.4 ***Requests for assistance*** from community members are dealt with in an effective, timely and professional manner 4.5 ***Follow-up action*** is taken with efficient management of issues, selection of appropriate equipment, services and techniques for self and others 4.6 Communication is maintained with ***relevant personnel*** throughout the incident
5. *Analyse situations* and implement strategies to *resolve issues*	5.1 Problems and barriers to resolution are readily identified, critically evaluated and a range of response options are developed and planned 5.2 Most situationally appropriate and timely response is selected and safely implemented in accordance with organisational procedures 5.3 All actions are undertaken within organisational guidelines for professional behaviour
6. Analyse behaviour and implement reaction/response strategies	6.1 ***Situational behaviour*** of persons is accurately assessed with due regard to ***cultural diversity*** 6.2 Professionally responsible and flexible response strategies are planned and adopted in accordance with organisational policies and procedures 6.3 Potential causes of conflict and harmful behaviour are anticipated and responses to prevent escalation are selected and implemented 6.4 Relevant operational safety practices are identified and implemented where necessary 6.5 Personnel required to facilitate resolution are accessed, briefed and supported
7. Provide first response control, command and coordination at incidents	7.1 Level of ***first response*** control/command for each situation/incident is accurately assessed and responses are planned that comply with organisational operational policy 7.2 First response control/command/coordination of the police response to an situation/incident is carried out

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ELEMENT	PERFORMANCE CRITERIA
	in accordance with organisational policies and procedures
	7.3 Appropriate communication is maintained with supervising officer
	7.4 First response control/command/ coordination duties are transferred to appropriate person and that person is accurately briefed regarding the situation/incident

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- act autonomously
- analyse and plan appropriate action
- apply the use of force (restraining and self-defence tactics) including the use of lethal force
- command, control, coordinate initial emergency responses at an incident scene
- de-escalate incidents
- effectively communicate appropriate instructions/directives to suspects/victims and other members of the public
- identify situational behaviour and problems
- mediate as required
- minimise workplace risks to self, colleagues and the public
- resolve conflict
- use counselling techniques when required

Required Knowledge

- general duty of care responsibilities
- human behaviour (individual and group) and the impacts of age, gender, ethnicity, social background and recreational practices such as drugs, alcohol
- jurisdictional laws, by-law and regulations relating to offences against persons and property
- jurisdictional laws, policy and procedures covering discrimination and disability
- organisational policies and procedures covering reactive operational safety issues/practices
- potential risks associated with operational policing
- reporting requirements in relation to operational safety matters
- strategies to optimise safety under a range of operational scenarios
- use of force and its legal parameters

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- demonstrate knowledge of the patrol area
- accurately analyse and assess incidents and situations
- communicate effectively
- exercise discretion in taking action to avoid escalation of an incident or deterioration of a scene.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Patrolling could be on foot or mobile (vehicle, bike, on public transport) and should cover a range of community settings such as:	• Business, residential and industrial areas • Car parks • Entertainment/club/hotel areas • Shopping centres • Sporting grounds and other open areas
Effective communication includes:	• Being appropriate and professional at all times • Contributing to the safety of officers and the public • Ensuring all relevant scenario information is shared between officers present at a specific scene/incident • Ensuring lawful directions given are clearly understood by the recipient • Following organisational code of ethics for dealing with fellow officers and members of the public
Information/Intelligence may include:	• Activities • Counter terrorism • Forthcoming community actions/activities that could be of promotional assistance to policing • Groups • Previous unresolved crime/s and/or the whereabouts of criminals • Social/cultural/physical changes within a patrol area • Suspicious persons • Vehicles
Taskings should cover complete range of administrative and patrol activities and includes:	• Attendance at emergency incidents such as traffic accidents • Brawls • Counter terrorism • Court duties • Crowd control at public venues such as sporting events • Desk inquiries • Domestic disputes • General foot and mobile patrols • Major incidents • Mental health • Music concerts and festivals • Planning and management of investigations • Processions

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	• Rallies • Riots • Station duties • Triple zero (000) calls
Requests for assistance may include:	• People seeking general information or reporting disturbances or suspicious activity
Follow-up action may include:	• Analysis of information/intelligence gathered • Attendance in court • Interviews • Mental health • Preparation of regulatory/infringement notices/court documents/briefs • Provision of advice/intelligence to other police officers, etc. • Provision of further information
Relevant personnel may include:	• Business proprietors • Government/non-government agencies • Medical/hospital staff • Other emergency service workers • Partners/colleagues • Supervisors present/not present at the incident site • Suspect's/victim's family members
Analysing situations may include:	• Appreciating the incident • Determining response level • Determining whether security is required • Establishing communication • Situational analysis of evidence and information at hand
Resolving issues may include:	• Controlling emergencies such as road accidents • Counselling juveniles • Counter terrorism • Dealing with new or unexpected responses to police interventions • Dealing with verbal/physical abuse from the public • Domestic disputes • Life threatening encounters • Mental health • Responding to the different needs of people within a culturally diverse society, which should reflect a variety of situations where professional judgement regarding arrest, cautioning or reporting is required • Wide range of day-to-day normal and unexpected

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	situations that could arise
Situational behaviour may include:	• Full range of verbal and non-verbal behavioural responses to the presence of police officers or lawful instruction given by such officers
Cultural diversity encompasses:	• Recognition of the linguistic and cultural assets in the population as a valuable resource • Respect for and the accommodation of culture, language and religion of others within an Australian legal and institutional framework where English is the primary language • Utilising and promoting this resource to maximise the development of the nation
First response relates to:	• Responsibilities of the officer first at the scene/incident and could cover situations such as traffic accidents, brawls, hostage situations, counter terrorism, suspected crime scenes or other emergency situations

Unit Sector(s)

Not applicable.

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PUAPOLGD003A Undertake initial police investigation

Modification History

PUAPOLGD003A Release 3: Unit Descriptor revise.

PUAPOLGD003A Release 2: Layout adjusted. No changes to content.

PUAPOLGD003A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to conduct initial investigations in response to offences against persons, property and associated public order issues.

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

Application of the Unit

This unit supports the knowledge and skills needed to undertake initial police investigations, including assessing and preserving crime/incident scenes, collecting and analysing information and establishing relevance to the investigation.

The unit enables search activities and processing of persons including supporting victims.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess and preserve crime/incident scenes and when required, assist in investigation process	1.1 Crime/incident scenes are correctly assessed and evaluated in preparation for investigation requirements 1.2 Where necessary crime/incident scenes are correctly secured to facilitate investigation activity and to preserve the integrity of the evidence 1.3 All actions and reports taken at crime/incident scenes optimise sourcing and preservation of evidence present and its lawful presentation in judicial processes
2. Collect and analyse information relevant to investigations	2.1 Every avenue for the collection of relevant and reliable information sources is assessed and evaluated in accordance with organisational guidelines 2.2 Relevant information is legitimately collected and documented 2.3 Evidence from incoming information is identified, secured and controlled in accordance with organisational guidelines
3. Seize, process and manage exhibits	3.1 Exhibits are identified, seized and documented 3.2 Continuity and security of exhibits is ensured to maintain integrity 3.3 Legislative and administrative procedures for handling, recording, storing and disposing of exhibits are complied with
4. Identify and investigate persons of interest	4.1 All organisational avenues of inquiry and investigative procedures are considered and utilised to identify persons of interest 4.2 All relevant information is utilised to identify and locate persons connected to the investigation 4.3 Organisational policies, guidelines and established Codes of Conduct are applied in the selection of investigation techniques or referral to other personnel for further investigation or advice

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ELEMENT	PERFORMANCE CRITERIA
5. Conduct searches of persons, property and vehicles	5.1 Decision to ***search*** is made and conducted with due regard to lawful authority, organisational procedures, judgement of evidence at hand and surrounding environment 5.2 Thorough and meticulous search process that adheres to operational and occupational health and safety (OH&S) policy and procedures is followed 5.3 Property is seized/collected, recorded and stored in accordance with organisational policies and legislative requirements 5.4 Any damage and/or injuries are accurately documented as per organisational policies and procedures
6. Process persons of interest	6.1 **Breaches of the law** are identified and investigated in accordance with relevant jurisdictional law, policies and procedures 6.2 Decision to transport and ***process persons of interest*** is undertaken in accordance with statute law, organisational guidelines and professional Codes of Conduct 6.3 Relevant and accurate ***documentation*** is evaluated, prepared and submitted as required by law and/or organisational policies
7. Afford rights to persons of interest and victims of crime	7.1 All members of the community are treated in a fair, equitable and non-discriminatory manner 7.2 Victims are made aware of their legal rights in a caring and empathetic manner 7.3 Persons of interest are made aware of, and provided with, their legal entitlements under relevant jurisdictional laws and procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply the use of force (defensive tactics) including the use of lethal force
- command, control, coordinate initial emergency responses at an incident scene
- contain and preserve various crime/incident scenes
- de-escalate incidents

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- effectively communicate appropriate instructions/directives to suspects/victims and other members of the public
- identify situational behaviour and problems
- manage and analyse evidence
- mediate
- minimise workplace risks to self, colleagues and the public
- resolve conflict
- use counselling techniques when required

Required Knowledge

- general duty of care responsibilities
- human behaviour (individual and group) and the impacts of age, gender, ethnicity, social background and recreational practices such as drugs, alcohol
- jurisdictional laws, by-laws and regulations relating to offences against persons, property
- organisational policies and procedures covering reactive and operational safety issues/practices
- potential risks associated with operational policing
- relevant legislation such as the Anti-discrimination Act, Disability Act
- reporting requirements in relation to operational safety matters
- requirements for crime/incident scene preservation and investigation
- strategies to optimise safety under a range of operational scenarios
- use of force and its legal parameters

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • exercise police powers with tact, discretion and sensitivity in an ethical manner and in accordance with legal and organisational policies and procedures. **Consistency in performance** Competency should be demonstrated over time and from across a range of actual/simulated workplace situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace and/or

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	in simulated work environments. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Searches may include:	• Gathering intelligence • In settings • In urban /non-urban settings • Locating contraband • Locating evidence • Locating persons • Locating property • Of buildings • Of persons • Of vehicles
Breaches of law may include:	• Criminal activity • Social dysfunction • Unlawful activity
Processing persons of	• Decision to caution, report or arrest

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interest may include:

Documentation may include:

- Arrest reports
- Briefs of evidence
- Cautioning reports
- Children's court advice
- Parole board reports

Unit Sector(s)

Not applicable.

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PUAPOLGD004A Gather, collate and record police information

Modification History

PUAPOLGD004A Release 3: Unit Descriptor revised.

PUAPOLGD004A Release 2: Layout adjusted. No changes to content.

PUAPOLGD004A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to gather, collate and record police information from a variety of sources including interviews and police database systems.

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

Application of the Unit

This unit enables persons to gather, collate and record police information for analysis purposes.

The unit applies to taking and compiling statements and conducting interviews to collect information.

Persons will be required to use interview and evidence recording equipment, and police and other appropriate information/database systems for the purposes of collecting police information.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse information from the community	1.1 Sources of information and records relevant to the matter being examined are identified
	1.2 Information relevant to police issues is ***sought*** from the community (including ethnic communities) and is collected and recorded in accordance with jurisdictional laws, policies and procedures
	1.3 ***Information obtained*** is analysed, sorted and collated in relation to the purpose for which it has been obtained
	1.4 Accurate, concise, legible complete and understandable ***recording forms***/***reports*** are produced in the correct format
2. Take and compile statements	2.1 Comprehensive ***statements*** are taken
	2.2 All details relevant to the matter being examined are contained in these statements in accordance with jurisdictional laws, policies and procedures
	2.3 Active and accurate listening is used when taking statements
3. Conduct interviews	3.1 ***Interviews*** are planned, managed and conducted to gather maximum amount of information relevant to the matter being examined
	3.2 All interviewees are afforded their legal rights and are treated fairly and equitably
	3.3 Interview techniques employed comply with jurisdictional law and organisational Codes of Ethics/Practice
	3.4 Interviews are conducted and recorded in accordance with jurisdictional laws, policies and procedures
4. Use interview and evidence recording	4.1 All ***interview and evidence recording equipment*** is operated in accordance with jurisdictional laws,

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ELEMENT	PERFORMANCE CRITERIA
equipment	policies and procedures 4.2 Records produced are authorised, stored and assessed in accordance with organisational procedures 4.3 Records produced are clear, audible and presentable as evidence to the courts 4.4 Maintenance and usage logs of equipment are maintained
5. Utilise police and other appropriate information/database systems	5.1 Information entered on database systems is accurate, understandable, complete, verifiable and the required organisational data entry security procedures are adhered to 5.2 Appropriate sources of information are identified and correctly accessed 5.3 Information is legitimately retrieved from appropriate database systems 5.4 Freedom of information and privacy of information laws and/or guidelines are complied with 5.5 Information is accessed/stored in accordance with organisational codes of ethics/practice
6. Exchange information with other members within the organisation	6.1 Communication links within the organisation/department are identified and utilised to exchange/share information 6.2 Information received is recorded and assessed for relevancy to the purpose/issue for which it was sought in accordance with organisational policies and procedures 6.3 Information is shared with organisationally sanctioned persons

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply investigative techniques
- apply questioning and interviewing techniques
- identify, label and store evidence
- operate interviewing recording equipment
- prepare and compile statements

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- use police information systems

Required Knowledge

- information types and their sources
- procedures and security measures for accessing, storing, retrieving and sharing data from police databases
- relevant jurisdictional laws, by-laws and regulations such as that relating to offences against persons, property, accessing information systems and privacy legislation
- rights of individuals in relation to the conduct of interviews and statement compilation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • relevant information and record it accurately. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed over time in a range of actual or simulated workplace environments. **Specific resources for assessment** Access is required to: • interview and evidence recording equipment.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

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- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Seeking information may include:	• Addressing public order/general community safety issues • Assisting in the investigation and/or prosecutions/coronials, of criminal activity, location of witnesses to and/or suspects of such activity • Establishing participative community programs • Locating missing persons • Progressing/supporting court hearings/matters
Information obtained may come from:	• Community business leaders • Community watch groups • Crime/accident/incident scenes • Fellow officers • Human sources • Individuals • Information databases • Local government • Local media • Public community forums • Public recreational areas • Schools
Recording forms/reports may include:	• Electronically-based proforma and reporting styles • Hand-written proforma and reporting styles
Statements may include:	• All details which may assist the investigation and/or prosecution • All information required by court • All relevant information
Interviews may be conducted at:	• Hospitals • Police stations • Prisons

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Interview and evidence recording equipment may include:	• Other agreed lawful sites • Audio tape recorders • Basic fingerprinting equipment • Cameras • Video cameras and recording equipment • Statements etc. that can be tendered as evidence in courts

Unit Sector(s)

Not applicable.

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PUAPOLGD005A Use and maintain police operational equipment

Modification History

PUAPOLGD005A Release 3: Unit Descriptor revised.

PUAPOLGD005A Release 2: Layout adjusted. No changes to content.

PUAPOLGD005A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to safely use and appropriately maintain police operational equipment.

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

Application of the Unit

This unit applies to persons using and maintaining policing operational equipment including computer technology, personal accoutrements and basic safety equipment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use police communications equipment	1.1 Police ***communications equipment*** is used and maintained in accordance with manufacturer's specifications and organisational guidelines
	1.2 Correct radio/telephone procedures and phonetic alphabet are used
	1.3 ***Appropriate***, concise and accurate ***language*** is used at all times
2. Utilise computer technology to assist in the completion of tasks	2.1 ***Computing equipment*** is used and maintained in accordance with manufacturer's specifications and organisational guidelines
	2.2 ***Security of information and equipment*** is maintained in accordance with organisational guidelines
	2.3 ***Computer applications*** appropriate to specialised area tasks are used effectively to achieve work tasks
3. Use and maintain personal accoutrements	3.1 At all times, ***accoutrements*** are used strictly in accordance with jurisdictional laws, policy and guidelines
	3.2 At all times, accoutrements are used with ***due consideration and regard to personal safety and safety of others***
	3.3 Organisational requirements for weapons skills maintenance are complied with
	3.4 Maintenance of accoutrements is undertaken in accordance with organisational procedures
	3.5 ***Documentation*** relating to carriage of accoutrements is accurately completed in accordance with organisational requirements
4. Operate basic safety equipment	4.1 ***Basic safety equipment*** is used correctly and maintained in accordance with manufacturer's guidelines and organisational policy and procedures
	4.2 Basic safety equipment is cleaned, returned and stored in accordance with organisational requirements
	4.3 ***Faults***, ***breakdowns and/or deficiencies*** in safety clothing and equipment are immediately reported as

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ELEMENT	PERFORMANCE CRITERIA
	required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- deploy safety equipment at accident, crime, incident or other emergency situations
- maintain a professional safety first attitude to the use of police equipment
- undertake routine equipment maintenance
- use accoutrements/appointments to resolve situations
- use all types of commonly available police communications equipment
- use audio and visual recordings to produce evidence that is acceptable in courts
- use office equipment to produce, file, send/receive and secure documents, reports, proformas, maintenance/usage logs

Required Knowledge

- jurisdictional laws, policy and procedures covering the use of administrative and operational equipment
- legal parameters and organisational policies governing the use of force and use of lethal force
- organisational computer systems/document security system requirements
- organisational radio communication call signs, codes and phonetic alphabet
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- required document layouts, styles and filing mechanisms
- safety practices that must be followed when using police equipment
- various types of equipment maintenance logs/damage reports required and when they must be completed

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate	Assessment must confirm the ability to: • observe all safety principles for self and others

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competency in this unit	• use equipment in accordance with organisational policies and procedures and manufacturer's guidelines • comply with occupational health and safety legislation. **Consistency in performance** Competency should be demonstrated over time and across a range of simulated or actual workplace situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed over time in a range of actual or simulated workplace environment. In the case of weapons and use of force equipment, assessment should be undertaken in simulated workplace settings. **Specific resources for assessment** Access is required to: • equipment identified within the Range Statement • weapons firing ranges.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Communications equipment may include:	• In-car computer systems • Loud hailers/PA systems • Police radios (mobile and in-car) • Telephones (fixed and mobile)
Appropriate language:	• Is that language style sanctioned by an organisation via its operational procedures manual
Computing equipment may include:	• Access control systems • Digital imaging • Network computers • Other surveillance/monitoring equipment that may from time to time be issued • Personal and in-car computers
Security of information and equipment may include:	• Access restrictions to equipment through passwords • Equipment locks • Log-in codes • Restricted areas
Computer applications may include:	• Data entry and/or retrieval from information systems • Specific computer applications • Word processing
Accoutrements may include:	• Handcuffs • Service revolver/pistols and other organisationally sanctioned/legal personal protection devices such as oleo-capsicum sprays and tasers • Standard/general issue batons
Due consideration and regard to personal safety and safety of others may include:	• Determining and implementing the response that will maximise the safety and security for all concerned • Quick and accurate analysis of the risks arising from the application of available/potential response strategies • Quick and accurate analysis of the situational risks present
Documentation refers to:	• Recording in equipment registers
Basic safety equipment may include:	• Equipment used at crowd control at sporting events, rallies, demonstrations, blockades, etc. • Equipment used support of other emergency service agencies such as at natural disasters, fires • First aid kits • Light wands, portable flashing lights, reflective and illuminated signs, hand held spotlights • Mobile RBT stations, mobile vehicle

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	inspection/search sites, etc. • Protective glasses • Reflective hats • Riot shields/helmets and facemasks etc. • Rubber gloves • Safety barriers and witches hats, which may be used in a variety of incident settings such as traffic accidents, hazardous material spillages, etc. • Wet weather and protective clothing including reflective safety vests
Faults, breakdowns and/or deficiencies may include:	• Computer system software/hardware failures • Physical damage to equipment • Reporting to the organisation's IT helpline or the person delegated to handle such matters

Unit Sector(s)

Not applicable.

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PUAPOLGD006A Facilitate effective communication in the policing environment

Modification History

PUAPOLGD006A Release 3: Unit Descriptor revised.

PUAPOLGD006A Release 2: Layout adjusted. No changes to content.

PUAPOLGD006A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to communicate verbally and non-verbally (using body language) in the policing environment.

This unit does not address written communication.

This unit replaces PUAPOL006B Facilitate effective communication in the workplace.

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

Application of the Unit

This unit will be applied in environments where effective communication skills and techniques are needed. The ability to assess situations and adapt communication techniques to enable effectiveness is embedded within this unit. Conflict resolution/negotiation skills to address issues/incidents are supported by this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess situations and adapt communication technique accordingly	1.1 Verbal ***communication*** is tailored to identified audience of recipients from a range of communication approaches 1.2 ***Body language*** and non-verbal behaviour is correctly assessed and responded to 1.3 Active listening skills are employed and questioning techniques are used to clarify issues 1.4 Communication strategies adopted reflect consideration of cultural, gender, age issues and are in accordance with organisational policies and procedures 1.5 Where required expert advice is sought or referrals are made according to agreed procedures 1.6 Contradictions, ambiguities, uncertainty or misunderstandings are identified and checked with a range of sources and references
2. Communicate effectively in the workplace	2.1 ***Interpersonal*** communication techniques and ***skills*** are selected from a range of options and applied 2.2 Clear, concise, accurate and appropriate communication is applied in routine situations in accordance with organisational policies and procedures 2.3 Clear, concise, accurate and appropriate communication is applied in ***high demand situations***
3. Utilise conflict resolution/negotiation skills to address issues/incidents	3.1 Control and objectivity is maintained at all times in conflict situations 3.2 Situational conflict is, as far as possible, ***de-escalated*** 3.3 Persons in conflict are separated, where appropriate, and ***relevant solutions*** are negotiated or imposed

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ELEMENT	PERFORMANCE CRITERIA
	that comply with organisational policies and procedures
	3.4 Where required, ***external agencies*** are accessed and utilised, according to agreed procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- adapt personal communication style to a variety of situations including those requiring sympathy and empathy
- effectively communicate to all persons, including suspects/victims and other members of the public, colleagues and other members of the organisation
- de-escalate incidents
- negotiate/resolve/mediate conflict (negotiation can take place with supervisors, colleagues and members of the public)
- use counselling techniques when required
- use interpreting services
- use verbal communication to take control of situations
- work in a team

Required Knowledge

- communicative processes and internal/external barriers (to the individual officer) to effective communication
- impact of age, gender, ethnicity/Aboriginality, special needs groups, personality, drugs/alcohol on the communicative process
- meaning of various body language forms
- organisational Codes of Ethics
- relevant legislation (such as Anti-discrimination Act, Disability Act)
- relevant organisational policies and procedures (such as those covering verbal communication requirements, critical incident negotiation)
- various support agencies available and the types of services offered

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

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Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • effectively interact and communicate with colleagues and clients. **Consistency in performance** Competency should be demonstrated over time and from a range of actual workplace or simulated situations.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed over a period of time in a range of actual or simulated workplace environments. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Situations:	• Cover all taskings undertaken by officers, whether reactive or proactive patrolling, undertaking station duties etc. and relate to circumstances in which the

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	officer is in contact with other persons
	• And may include:
	  • criminals
	  • face-to-face
	  • fellow officers
	  • individuals or groups of persons from the public/community
	  • suspects
	  • victims
	  • giving and/or receiving instructions and lawful direction
	  • interviewing persons
	  • providing verbal reports or seeking information
	  • responding to inquiries

Communication may include:	• Formal, informal, pre-planned, and involve functional area/authority personnel, and may be for:
	  • occupational health and safety
	  • operational planning
	  • briefings/debriefings e.g. shift changeovers; parades
	  • operations assessment/debriefings
	  • interactions with media

Body language may include:	• Non-verbal characteristics exhibited by each person in response to the presence of police officers or lawful instruction given by such officers • Characteristics that represent positive compliant behaviour or a negative non-cooperative/aggressive response
Interpersonal skills may include:	• Appropriate language • Empathy • Fairness • Recognition and professional response to cultural diversity
High demand situations may include:	• High stress • Managing violent, abusive or highly emotive persons • Situations requiring quick decision making • Volatile situations
Areas requiring resolution may include:	• Arrest scenes • Crime scenes • Controlling crowds • Domestic disputes, serving summons/orders

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- Disputes at traffic accident sites
- Disputes over procedural issues such as at. rallies, demonstrations, processing/charging persons
- Disruptive public behaviour
- Life threatening situations (such as family hostage situations, confrontations with armed persons)
- Workplace disputes, workplace complaints
- Workplace grievance situations

De-escalation means:

- Reducing a situation to a point where the issue is reduced to a controllable level and the risk to life or property is minimised

Relevant solutions, depending on the actual situation, may include the use of one or more techniques and attributes such as:

- Accessing further assistance from fellow officers, other emergency service, community support agencies, victim's/suspect's relations and/or friends
- Arresting, cautioning, reporting and detaining
- Developing appropriate response strategies - taking into account the needs and characteristic of factors that can impact on the communication process such as Aboriginality, age, ethnicity, family situation/security, gender, geographic and demographic impacts, health and physical capacity
- Impacts of alcohol and legal (recreational and prescription) and illegal drugs
- Peer group pressures
- Personality
- Previous experiences/encounters with police/other authorities
- Self image
- Employing de-escalation processes
- Issuing lawful instruction/direction
- Providing on-the-spot counselling
- 'Use of force' and/or 'use of lethal force'

External agencies may include both government and non-government counselling, mediation and support agencies such as:

- Aboriginal liaison centres
- Child protection agencies
- Community services departments
- Crisis and sexual assault referral centres
- Disability support groups
- Ethnic advisory services
- Health departments
- Internal police support and counselling services
- Local church counselling centres
- Women's refuges

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Unit Sector(s)

Not applicable.

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PUAPOLGD007A Manage persons in care or custody

Modification History

PUAPOLGD007A Release 3: Unit Descriptor revised.

PUAPOLGD007A Release 2: Layout adjusted. No changes to content.

PUAPOLGD007A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to process and provide for persons in police care or custody or in other circumstances where a duty of care exists.

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

Application of the Unit

This unit applies to persons required to assess the level of assistance needed by persons in care or custody. This includes processing persons in care or custody as well as escorting and transporting them.

The unit also embeds the competency to protect persons in care or custody and others from harm and potential harm.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine level of assistance required by persons in care or custody	1.1 Initial assessment is made of extent and nature of assistance required by ***persons in care or custody***
	1.2 Initial assessment of assistance required is communicated to appropriate personnel in accordance with organisational policies and procedures
2. Provide for persons in care or custody	2.1 Persons in care or custody are provided for in accordance with organisational policies and procedures
	2.2 Persons in care or custody are treated in a professional and ethical manner at all times
	2.3 Documentation, as required under jurisdictional laws, policies and procedures, is complied with
	2.4 Guidelines covering the special requirements of ***particular categories of persons*** are strictly adhered to
	2.5 ***Security of persons in care or custody*** is maintained and organisational operational safety guidelines adhered to
	2.6 Conditions of persons in care or custody are routinely monitored and recorded and remedial action is taken where appropriate
3. Process persons in care or custody	3.1 Persons in care or custody are ***processed*** in accordance with organisational policies and procedures
	3.2 Cultural awareness, sensitivity and discretion is observed when processing persons in care or custody
	3.3 Documentation, as required under organisational policies and procedures, is complied with
	3.4 Person's legal rights are ensured
4. Escort/transport persons in care or custody	4.1 Persons are ***escorted*** in accordance with organisational policies and procedures
	4.2 Any special circumstances of persons are made

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ELEMENT	PERFORMANCE CRITERIA
	known to all ***escorting officers***
	4.3 Correct documentation is conveyed with persons
	4.4 Persons are conveyed in a safe and secure manner and organisational operational safety guidelines are adhered to
5. Protect persons in care or custody and others from harm	5.1 Safety and hygiene standards are ***maintained*** according to organisational standards, relevant legislation, regulations and guidelines
	5.2 ***Hazards*** and risks are identified and ***appropriate action*** is taken to prevent harm

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- balance prescribed processes and procedures (such as processes related to introductions and identification) with other priorities that may occur while managing persons in care or custody
- deal with a range of uncooperative persons
- identify and arrange for the needs of specific categories of persons in care or custody
- observe, assess and classify human behaviour in terms of custodial risks
- optimise the potential safety and security of persons in care or custody
- process persons into/out of custodial care
- secure and escort persons

Required Knowledge

- categories of persons and their particular needs
- duty of care responsibilities
- ethnicity and cultural differences
- issues/problems that can arise under police custodial care
- laws, policies and procedures pertaining to providing for, processing and escorting persons in care or custody
- police cell routines, procedures and security arrangements
- relevant legislation, regulations and guidelines
- support agencies/persons/groups and their contact points

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- ensure security and physical wellbeing of persons in care or custody.

Consistency in performance

Competency should be demonstrated over time and from a range of actual/simulated workplace situations involving different categories of persons.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Persons in care or custody may include:	• Persons being transported by police • Persons detained by police or voluntarily in police custody in connection with criminal activity or some incident requiring further police investigation • Persons placed either by police, themselves or some other agency, temporarily in police care, for example (lost children • Persons suffering dementia, victims of rape, domestic violence or other crimes • Providing care and/or custody in police stations/lockups, watch houses, court buildings, hospitals, vehicles/planes, in transit
Particular categories of persons may include:	• Aboriginal or Torres Strait Islander people • Aged persons • Children • Injured/ill people • Military personnel, government, diplomatic personnel and other dignitaries • People affected by drugs or alcohol • People affected by actions of police where a duty of care exists • People from culturally and linguistically diverse backgrounds • People likely to cause injury to themselves and/or others • People suffering from dementia • People with a disability • People with a physical or intellectual impairment • People who have a mental illness/disorder • Transgender people • Women

Security of persons in care or custody may relate to:	• Ensuring the personal safety, wellbeing and survival of:
	  • each person in custody or transit
	  • police officers and/or persons attending them
	  • any other persons exercising lawful access to prisoners/persons in custody
	  • public in general through the prevention of escapes/breakouts
	• Maintaining the security of persons through:
	  • using appropriate restraining devices
	  • searching persons for weapons, drugs, potentially

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	dangerous items/substances • correctly identifying and addressing a person's special needs/circumstances • regular cell inspections • complying with documented operational practices and procedures • Special arrangements as per established guidelines, such as: • isolation from others • more constant/closer supervision • involvement of outside persons/agencies • access to specialised treatment
Processing of persons in care or custody may include:	• Arranging, if needed, for appropriate support agency, medical, legal, family contact, interpreters, consular representatives • Arranging for refreshments • Classifying/categorising persons to be placed in custody • Locating persons to cells or arranging transport to another location • Personal needs if appropriate • Preparing relevant documentation • Searching persons for items/substances that are prohibited or could be used to effect injury or escape and recording and storing of items confiscated
Escorting persons may include:	• Aircraft (both police service and commercially operated flights) • Correctional services vehicles • Police vehicles (marked and unmarked)
Escorting officers may include:	• Officers from other policing organisations and/or agencies such as: • correctional services • community/child support services • aboriginal services
Maintaining safety and hygiene standards may include:	• Using gloves • Washing hands
Hazards may include:	• Bodily fluids • Traffic • Environmental hazards • Downed wires • Bystanders

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Appropriate action may include:	• Isolating scene, e.g. erecting barricade • Protecting scene

Unit Sector(s)

Not applicable.

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PUAPOLGD008A Administer legislation to ensure compliance

Modification History

PUAPOLGD008A Release 3: Licensing statement added to Unit Descriptor.

PUAPOLGD008A Release 2: Layout adjusted. Unit Descriptor edited.

PUAPOLGD008A Release 1: Primary release

Unit Descriptor

This unit covers the competency required to investigate possible breaches of legislation or regulations and to take action to penalise the breach and/or achieve compliance.

This unit replaces PUAPOL008B Administer legislation to ensure compliance.

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

Application of the Unit

This unit will apply to officers empowered to investigate possible breaches of legislation or regulations and to take action to penalise the breach and/or achieve compliance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate alleged breaches	1.1 Alleged ***breaches*** are investigated in accordance with ***organisational policies and procedures***
	1.2 ***Inspections*** or ***searches*** are conducted in accordance with assigned powers and organisational policies and procedures and all relevant details accurately recorded or reported to supervising officer
	1.3 Available ***information*** is assessed against relevant ***legislation*** to determine if a breach has occurred
	1.4 Any complainants are advised of investigation outcomes in accordance with organisational policies and procedures
	1.5 All parties are informed of their rights according to legislation and within appropriate timeframes
	1.6 Investigation is referred to higher authority if beyond own legal powers, organisational responsibility or practical powers
2. Determine appropriate action to achieve compliance	2.1 Consultation is undertaken with alleged offending party to facilitate resolution if appropriate
	2.2 Options for action are identified that will allow compliance to be achieved at the earliest possible date
	2.3 Practical action plan to achieve compliance is developed as a result of consultation
3. Undertake action to achieve compliance	3.1 Relevant parties are ***notified*** in terms that clearly explain breaches and action required to achieve compliance
	3.2 Any ***immediate actions*** undertaken to ensure public safety and compliance with legislation are in accordance with law and organisational policies and procedures
	3.3 Appropriate report recommending action or detailing action taken is ***submitted*** to appropriate personnel in accordance with organisational policies and procedures
	3.4 Legal proceedings are instigated within the required ***timeframe***

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- consult in person and via the telephone
- negotiate
- solve problems
- write clear and accurate reports (to organisational requirements)

Required Knowledge

- current principles and practices to monitor areas under jurisdiction to ensure compliance
- organisational negotiating parameters
- organisational policies and procedures relating to obtaining information, advising complainants
- relevant investigation techniques
- relevant legislation and regulations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- undertake comprehensive investigations within policy
- develop a practical action plan
- write clear notices and reports.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

Specific resources for assessment

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	There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Breaches may occur in:	• Pedestrian precincts • Private houses or shops • Public parks • Public recreation areas • Remote communities • Rural or urban environments including national parks • Streets • Waterways
Breaches may include:	• Boating or fishing offences • Chemical spills • Fires • Liquor offences • Motor vehicle or traffic offences • Pollution • Public order offences • Smuggling of native flora and fauna

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	• Trespass • Other regulatory offences
Organisational policies and procedures may vary between sectors and organisations and may include:	• General orders • Operational corporate and strategic plans • Operational performance standards • Organisational standard operating procedures • Organisation's approach to environmental management and sustainability
Inspections may include:	• Clothing • Equipment • Firearms • Houses • Land or vehicles
Searches may be for:	• Persons • Property or vehicles
Information may include:	• Directions from supervisor/management • Instructions • Interviews - formal and informal • Media reports • Oral reports and anecdotes • Reports from experts • Reports from other agencies • Team meetings • Written records
Legislation may include:	• Acts and regulations concerning offences • Acts and regulations concerning the organisation • By-laws or other regulations established by the organisation
Notifying relevant parties may include:	• Oral reports • Written notices
Immediate actions may include:	• Confiscating vehicle keys • Destroying alcohol • Removing barriers • Seizing exhibits or vehicles
Timeframe may include:	• Legislative requirements • Organisational requirements • State/territory statute of limitations
Submitting appropriate report may include:	• Completing forms • Oral reports • Written reports

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Unit Sector(s)

Not applicable.

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PUAPOLGD009A Manage involvement in the judicial process

Modification History

PUAPOLGD009A Release 3: Unit Descriptor revised.

PUAPOLGD009A Release 2: Layout adjusted. No changes to content.

PUAPOLGD009A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to prepare and manage evidence, witnesses and persons of interest for the relevant judicial authority in accordance with organisational policies and procedures.

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

Application of the Unit

This unit supports the preparation of judicial documents, the managing of witnesses, the monitoring of persons of interest, the ability to liaise with and assist the prosecuting authority and an understanding of court and/or post-court procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare judicial documents	1.1 Elements/points of proof are comprehensively and accurately included into briefs of evidence
	1.2 Jurisdictional/court required document formats and presentation standards are complied with
	1.3 Jurisdictional legal rules of evidence for briefs of evidence are complied with
	1.4 ***Documents*** are forwarded to persons/***authorities*** within required timeframe
	1.5 Safety and security of victims and witness evidence is maintained at all times
	1.6 Requirements of disclosure are complied with in accordance with organisational policies and procedures.
2. Manage witnesses	2.1 Witnesses are identified and informed of judicial processes in accordance with organisational policy
	2.2 Court appearances for witnesses are arranged, including transport, accommodation and security where appropriate
	2.3 ***Liaison*** with and ***support*** of victims/witnesses is maintained in line with organisational policy
	2.4 Witnesses are prepared in an ethical manner to enable them to present their evidence in court where required
	2.5 Victims/witnesses are referred to ***support agencies*** in accordance with organisational policy
	2.6 Witness summonses are arranged and served, in accordance with organisational policy/jurisdictional law, to ensure witness attendance at courts where required
3. *Monitor* person/s of interest	3.1 ***Procedures*** are followed to ensure compliance of person/s of interest with court requirements
	3.2 Appropriate authorities and parties are clearly advised in a timely manner of bail conditions, further proceedings and court requirements
4. Liaise with and assist	4.1 Documentation is provided promptly and accurately

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ELEMENT	PERFORMANCE CRITERIA
prosecuting authority	to support the prosecution's case 4.2 Informal and formal communication channels are maintained with ***prosecuting authority*** 4.3 Judicial guidelines, protocols and legal requirements are observed and adhered to at all times
5. Undertake *court* and/or *post-court procedures*	5.1 Briefs of evidence and other documents are acted upon in accordance with organisational policies and procedures 5.2 Property and exhibits are returned or disposed of in accordance with organisational policies and procedures where required 5.3 ***Relevant parties*** are notified of court results in accordance with organisational requirements 5.4 Where required, avenues of possible further action are constructively and objectively discussed with a prosecuting authority 5.5 ***Proceedings*** and ***protocols*** relevant to the jurisdiction involved are adhered to throughout the proceedings

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate in writing (prepare briefs of evidence, exhibit register)
- communicate orally (briefing, responding to questioning, listening, reflecting, establishing rapport, negotiating, resolving conflict)
- implement operational safety skills
- maintain an acceptable demeanour (in relation to issues such as appearance, confidence, deportment, dress standard)
- make decisions and solve problems
- manage computers and information
- manage witness/victim, in particular by using cultural awareness skills, ethical behaviours and integrity
- organise and manage time effectively

Required Knowledge

- compilation of a brief of evidence
- court procedures and processes

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- government and policy environments within which interviews will be managed
- organisational goals and objectives
- potential discussions with prosecuting authorities (which may be formal or informal and may occur before, during or after a trial)
- potential influencing circumstances (such as likelihood of repeat offences, nature of the person of interest's antecedents, protection of witnesses, tampering with evidence)
- professional standards (such as impartiality, integrity, language, respect for people and offices held, voice clarity)
- relevant law (including the rules of evidence, continuity of evidence), policies and procedures
- victim/witness support services

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- apply organisational policies and procedures in effectively preparing and managing evidence, witnesses and person/s of interests.

Consistency in performance

Competency should be demonstrated over time and from a range of actual workplace or simulated situations.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

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Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Documents may include:

- Briefs of evidence
- Court brief/summary of facts
- Inquest briefs
- Reports or legal opinion
- Requests for medical and other specialist reports
- Statements/affidavits
- Victim impact statements

Authorities may include:

- Bail/watch house
- DPP
- Legal representatives
- Officer in Charge
- Relevant court

Liaison and support for witnesses:

- Is a continuing process and will therefore take place before, during and after a trial

Support agencies are statutory or voluntary and may include:

- Child welfare agencies
- Counselling agencies
- Court-based witness assistance
- Medical services
- Sexual assault units
- Victims of crime associations

Monitoring person/s of interest may include:

- Bail conditions
- Curfew checks
- Reporting conditions
- Residential checks
- Respondents in family court matters

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Procedures may include:	• People summonsed or on notice to appear • Person of interests on bail • Others subject to court orders e.g. victims/witnesses
Prosecuting authority may include:	• Coroner • And assistance to the prosecuting authority may be required before, during and after court
Court procedures and processes may include:	• Being advised of obligations and format for giving evidence • Being advised of the procedure for obtaining witness fees • Being kept informed of investigation/court status
Post-court procedures may include:	• Discussion of possible appeal • Implementation of judicial orders such as for confiscation or destruction of property
Relevant parties to be notified may include:	• Aboriginal legal aid • Defence forces • Foreign embassies • Government departments • Internal and external agencies • Other police • Parents/care givers • Victim • Witness
Proceedings and protocols may include:	• Judicial and quasi judicial tribunals • Rules of court

Unit Sector(s)

Not applicable.

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PUAPOLGD010A Perform police administrative duties

Modification History

PUAPOLGD010A Release 3: Unit Descriptor revised.

PUAPOLGD010A Release 2: Layout adjusted. Application, Required Skills and Knowledge and Evidence Guide edited.

PUAPOLGD010A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to perform a range of administrative functions and to prepare, submit and/or assess documentation pertaining to organisational needs and the receipt, storage and recording of money/property.

This unit replaces PUAPOL010B Perform administrative duties.

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

Application of the Unit

This unit will be applied in an administrative policing environment that requires handling of administrative tasks and activities related to correspondence, records, reports and forms.

This unit supports the competencies related to receiving, recording and storing money and property.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage administrative tasks, correspondence and records	1.1 ***Administrative tasks*** are assessed, prioritised and executed to ensure effectiveness of operations 1.2 ***Correspondence and records*** are completed accurately and in a timely manner 1.3 Correspondence and records are maintained securely in compliance with organisational procedures 1.4 Movement of correspondence and records is accurately recorded 1.5 Correspondence and records are submitted and stored as required and in accordance with organisational guidelines 1.6 Notes/records of duties are completed and accurately maintained in accordance with organisational requirements 1.7 Currency of notes/records is ensured
2. Complete and submit departmental reports and forms	2.1 Documentation is completed in accordance with organisational requirements 2.2 Accurate, complete, legible, understandable ***departmental reports and forms*** are compiled and produced in the correct formats 2.3 Documentation is submitted within required timeframe
3. Receive, record and store money and property	3.1 Jurisdictional laws, policies and procedures relating to receiving, recording and storing ***money and property*** are complied with 3.2 Organisational policies and procedures relating to maintenance of security of stored money/property are complied with 3.3 Money/property ***received*** is recovered from storage and ***disposed*** of in accordance with organisational

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ELEMENT	PERFORMANCE CRITERIA
	policies and procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access databases for the purposes of checking applicant details/history
- accurately complete departmental forms and reports complying with organisational requirements regarding completion/currency of maintenance logs, patrol records
- accurately operate a computer keyboard
- produce clear and concise written communication

Required Knowledge

- by-laws and regulations relating to the preparation of documentation
- storage of property/money
- jurisdictional laws
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- various types of departmental and licensing system documents/proformas/logs and the preparation requirements for each

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- accurately prepare documentation, receipt, storage and recording of money/property consistent with organisational policies, procedures and guidelines.

Consistency in performance

Competency should be demonstrated over time and from a range of simulated and/or actual workplace

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situations.

Context of and specific resources for assessment	**Context of assessment** Competency should be assessed over time in a range of actual or simulated workplace environments. **Specific resources for assessment** Access is required to: • appropriate departmental proformas, licence applications, property books and storage systems • information databases to enable applicant suitability checks.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Administrative tasks cover the full range of tasks undertaken in support of the function's operational activities and may include:	• Equipment maintenance • Initiating telephone calls • Organising transport • Stores requisitions and distribution
Correspondence and records	• Audible and accountable documents • Audiotape records

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may include:	• Computer • Formatted documents • Internal and external memos • Investigation files
Departmental reports and forms may include:	• Accoutrements usage reports • Coroner's reports • Exhibit/evidence reports/briefs • Incident reports • Interview reports • Motor vehicle log books • Patrol activity reports • Property book and disposal schedules • Time sheets, leave forms
Money and property received may or may not:	• Become evidence in later court proceedings
Receiving money and property may include:	• Money/property found and handed in to police • Money/property recovered/confiscated in the process of an investigation • Money/property recovered from accident scenes
Disposing of money and property of may include:	• Forfeiture to the Crown (under Confiscated Assets laws) • Organisationally sanctioned means such a public auction • Return to lawful claimant

Unit Sector(s)

Not applicable.

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PUAPOLGD011A Manage personal and ethical performance

Modification History

Release	TP version	Comments
3	PUA12 v1.1	Unit Descriptor revised.
2	PUA12 v1	Updated required skills and knowledge.
1	PUA00 v8.1	Primary release.

Unit Descriptor

This unit covers the competency required to effectively manage one's own professional performance and to perform ethically and with the integrity required to ensure the public's confidence in its police service.

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

Application of the Unit

This unit supports the modelling of high ethical and personal performance standards.

Application in the workplace is relates to own performance, personal integrity within the workplace and the management of work priorities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Model high standards of personal performance, ethics and integrity	1.1 ***Own performance*** standards consistently serve as a role model for other officers and the community as a whole 1.2 Personal and professional integrity is demonstrated to engender confidence and respect 1.3 Commitment to jurisdictional laws and organisational policies, procedures and objectives is constantly demonstrated
2. Review and monitor own performance	2.1 Required personal and ***professional performance standards*** are readily identified and acknowledged 2.2 ***Self-assessment and reflection*** in practice are regularly used to ***monitor*** performance against established standards and to accurately identify personal strengths and weaknesses 2.3 Formal and informal performance feedback is regularly sought, accepted and ***acted upon appropriately*** 2.4 Tasks are carried out to achieve outcomes sought and to minimise resource usage
3. Develop and maintain ongoing personal competence	3.1 Currency of relevant professional operational competencies is maintained 3.2 ***Personal development strategies*** are identified, planned and implemented and results are evaluated 3.3 New developments and trends in policing are identified and associated knowledge and skills are identified, acquired and applied
4. Manage personal work priorities	4.1 Jobs/tasks are ***prioritised*** and undertaken in accordance with unit team goals 4.2 Competing demands are assessed and organised within time constraints to achieve individual, team

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ELEMENT	PERFORMANCE CRITERIA
	and organisational priorities
5. Assist and support other personnel	5.1 Productive and harmonious work environment is promoted through interaction with others 5.2 Encouragement, ***support and advice*** is provided to personnel as required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- deal with and effectively respond to, issues/events that challenge professional ethics
- display integrity in behaviour including the reporting of breaches to appropriate authorities
- maintain consistently high levels of personal presentation (dress code, mannerisms, respectfulness, etc.)
- maintain consistently high levels of professional ethics and integrity in all work practices and dealings with the community
- plan and implement personal improvement plans
- recognise, accurately assess and acknowledge personal strengths and weaknesses
- seek out and respond effectively to feedback related to personal performance

Required Knowledge

- acceptable/non-acceptable behaviour and practices
- cultural awareness
- ethical and integrity issues confronting police officers
- internal/external professional support and development mechanisms
- internal procedures for dealing with breaches of professional ethics
- methods for assessing/reviewing personal performance and planning and implementing effective personal improvement strategies
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- professional associations
- professional integrity and behaviour standards
- registration bodies (if applicable)
- relevant organisational codes of practice/ethics
- statements of values

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- team dynamics and its impacts on personal work performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- consistently maintain professional performance standards.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Own performance may include	• Individual officer's professional ethics • Integrity and behaviour in relation to that expected and implied within the organisation's stated codes of ethics/practice • Statements of values, law, policies and procedures
Professional performance standards:	• Are those personal and technical attributes and skills required to undertake the day-to-day tasks and duties of the incumbent's role to the required workplace performance level
Self-assessment and reflection may include:	• Officers regularly reviewing their own performance against established service standards and their own personal professional goals and standards • Seeking formal and informal feedback in written and/or verbal formats
Monitoring performance may include:	• Formal/informal organisational initiated performance appraisals • Monitoring morale of supervised staff, colleagues and/or team staff • Personal reflective behaviour strategies/methodologies • Processes that facilitate the identification of personal strengths/weaknesses/issues to be addressed • Obtaining feedback from supervisors, subordinates, colleagues, human resources personnel, family and other relevant community members, etc.
Acting on feedback appropriately may include:	• Accessing peer support • Advising team leader/coordinator of problems • Seeking internal and/or external professional help • Undertaking intervention programs to achieve a level of health and fitness commensurate with organisational policies
Personal development strategies may include:	• Counselling from appropriate personnel to overcome identified limitations • Dealing with internal integrity matters • Developing/implementing a personal/professional improvement program, either internal or external to the organisation including such things as: • adapting work rotation to facilitate changing personal/work priorities

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	• coaching • cultural awareness • developing/improving interpersonal/technical skills • formal/informal learning programs • mentoring • updating stress management abilities • utilising existing strengths to focus future career development • Establishing new career paths within or external to the organisation • Establishing new career paths and goals such as achievement of a particular specialist policing function or rank • Improving security of lifestyle • Personality improvement • Using processes such as: • formal education • internal training • involvement in community activities • personal competence/development models • Which may take place during work time and off duty time
Prioritising jobs/tasks may include:	• Dealing with competing personal team member/partner priorities or levels of workplace performance and commitment • Developing effective time management strategies • Identifying and dealing with competing priorities of personal/family/professional responsibilities • Optimising own on-the-job learning through establishing and achieving specific learning activities/competencies, working with a mentor, etc. • Responding/adapting to unforseen/unplanned events
Support and advice may include:	• Acting as a field supervisor • Acting as a role model/mentor • Assisting in induction • Formal and informal socialisation • Participating in a formal assessment program

Unit Sector(s)

Not applicable.

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PUAPOLGD012A Address customer needs

Modification History

PUAPOLGD012A Release 3: Unit Descriptor revised.

PUAPOLGD012A Release 2: Layout adjusted. No changes to content.

PUAPOLGD012A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to identify customer needs and to provide customer support.

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

Application of the Unit

This unit applies to persons who need to identify customer needs to enable them to provide customer support. This unit supports the principle of applying ethical standards within the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify customer/s needs	1.1 Consultation and negotiation is conducted with ***customers*** to identify needs
	1.2 Information on customers is used to identify required services
	1.3 Specific ***needs*** of customers are identified as appropriate
2. Apply ethical standards	2.1 All persons are treated fairly and equitably in compliance with jurisdictional laws and ***duty of care*** responsibilities
	2.2 Organisational code of conduct/codes of ethics requirements are complied with at all times
3. Respond to customer enquiries/needs	3.1 Customer enquiries/needs are responded to promptly and professionally
	3.2 Appropriate response is determined and carried out in accordance with organisational policies and procedures
4. Provide information to customers	4.1 Relevant information, materials and advice are provided to community organisations/groups/individuals as required
	4.2 Freedom of information/privacy legislation and organisational information security guidelines are complied with
	4.3 Customers are kept informed of operational status/issues of concern/interest, where appropriate, in accordance with organisational information security guidelines
	4.4 ***Feedback from customers*** is actively sought to determine whether needs are adequately addressed
5. Provide customers with service and support	5.1 Services appropriate to the customer's needs are delivered in accordance with organisational policies and procedures
	5.2 Where appropriate customers are informed of the existence and role of relevant support services and organisations
	5.3 Relevant ***special support services*** available through other organisations are arranged, where required

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate orally and in writing
- evaluate information and disseminate it to customers
- liaise with various levels/types of the customers and gain their support for policing activities
- negotiate effectively
- present/model a professional ethical approach to all levels of customers
- provide instructions/make presentations

Required Knowledge

- application of, and adherence to, security classification procedures
- customer needs analysis and feedback gathering strategies
- duty of care responsibilities
- jurisdictional laws
- negotiation practices and techniques
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- policies and procedures in particular legislation pertaining to freedom of information and privacy issues procedures
- range of available support services and agencies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- respond to customer needs
- provide a quality service
- communicate with different types of customers
- provide accurate information to customers.

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	Consistency in performance Competency should be demonstrated over time and from a range of actual/simulated workplace activities.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed over time in a range of actual or simulated workplace environments. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Customers may be internal or external, national or international and may include:	• Businesses/organisations • Community groups • Coroners • Emergency services • Family • Government and non-government agencies • Media • Members of the public

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	• Next of kin • Other police services/law enforcement agencies • Owners/agents/operators • Persons in custody • Persons of interest • Victims/survivors • Volunteer and other outside organisations • Witnesses
Customer needs may include:	• Equitable treatment and meeting the special needs of disadvantaged and vulnerable groups, including people from culturally and linguistically diverse backgrounds • Information and assistance to other organisations and emergency service authorities • Necessities of life • Provision of training
Duty of care may include:	• Common law principles • Moral and ethical standards • Other duties and conventions • Statutory requirements
Feedback from customers can be:	• Formal or informal • Short- or long-term
Special support services may include:	• Duty of care, which may include practices and processes described by specific organisational policies and procedures • Emergency • Internal or external and may include medical/counselling care

Unit Sector(s)

Not applicable.

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PUAPOLGD013A Develop productive working relationships

Modification History

PUAPOLGD013A Release 2: Unit Description revised.

PUAPOLGD013A Release 2: Layout adjusted. No changes to content.

PUAPOLGD013A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to develop and maintain productive working relationships in external and internal environments so that the work teams/groups can achieve planned outcomes that reflect community needs.

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

Application of the Unit

This unit addresses the knowledge and skills required to build and maintain effective working relationships with a range of internal and external stakeholders.

It involves engaging stakeholders in the development of new ideas; modelling professional integrity; developing trust and confidence through the use of effective interpersonal skills, the prompt resolution of issues raised and keeping stakeholders informed; and maintaining effective ***networks*** with key people in relevant agencies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish relationships to convey and receive information and ideas	1.1 Communication is established with internal/external ***stakeholders*** and their needs are identified
	1.2 ***Information and ideas*** are conveyed and received in a manner which is sensitive to social and cultural diversity
	1.3 Input from others is sought in developing new ideas
2. Develop productive relationships	2.1 Regular consultation is undertaken with a range of internal and external stakeholders
	2.2 Interpersonal styles and methods are used in line with the social, work and cultural environment
	2.3 Issues raised through consultations are dealt with and resolved promptly or referred to the appropriate personnel for resolution
3. Maintain productive working relationships	3.1 Productive working relationships are maintained with stakeholders in relevant agencies, services and/or community groups
	3.2 Concerns held by other agencies are addressed positively, honestly and respectfully
	3.3 Contact with other agencies is maintained according to terms agreed to by the relevant stakeholders
	3.4 Outcomes of consultation are made known to stakeholders

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

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- communicate and negotiate with colleagues, supervisors and subordinates
- counsel and mentor colleagues
- monitor work performance, formally and informally
- motivate, lead and direct individuals/teams
- network
- overtly display professionalism in all day-to-day work activities
- respond to the concerns of individuals and work teams

Required Knowledge

- general and/or specialised policing tasks as appropriate to area of supervision
- goal setting
- jurisdictional laws
- mentoring/coaching/developing others
- organisational corporate goals, plans and strategies
- organisational policies and guidelines (that is, established gazetted or implied guidelines for professional policing practice) covering operational safety issues/practices
- principles of networking
- professionalism as expressed through an organisation's codes of ethics/codes of practice
- recognising individual differences
- relevant policies and procedures, in particular those related to work practices
- rostering and workplace agreements, and disciplinary procedures
- strategies to motivate and promote working relationships
- work performance review processes and mechanisms

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- develop effective and sound internal and external relationships which facilitate the achievement of planned outcomes.

Consistency in performance

Competency should be demonstrated over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Networks may be internal or external to the organisation and/or the workplace and could include links with:	• Community groups/individuals • Internal departments/sections • Local businesses • Local disadvantaged support groups
Stakeholders may include:	• External (government/non-government agencies, local community services including ethnic communities and groups, businesses, individuals) • Internal (colleagues, supervisors, other police personnel)

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Information and ideas may be derived from:

- Colleagues
- Community groups
- Community information
- Computer information systems
- Departmental information
- Internal and external intelligence
- Local/national/international media
- Offers to establish new community policing ventures
- Other organisations
- Passing on of information/feedback on community response to team's presence/actions
- Provision of intelligence regarding local activities
- Requests for specialised assistance
- Suggestions for new ways to tackle local issues
- Team members, self, other policing personnel

Unit Sector(s)

Not applicable.

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PUAPOLGD014A Drive police vehicles

Modification History

PUAPOLGD014A Release 3: Unit Descriptor revised.

PUAPOLGD014A Release 2: Layout adjusted. No changes to content.

PUAPOLGD014A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to drive police vehicles safely, including the systematic, safe and efficient control of all vehicle functions and effective management of hazardous situations under operational driving.

Appropriate driver license classes as determined by relevant state/territory/commonwealth legislation must be held when operating on public roadways.

Application of the Unit

This unit addresses driving police vehicles under operational conditions in the workplace. This unit includes implementing appropriate tactical driving strategies to safely drive a police vehicle, in accordance with organisational policies and procedures.

This unit is the minimum driving standard for operational police.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare vehicle for operational driving	1.1 ***Vehicle*/s** appropriate to operational requirements and terrain are selected 1.2 ***Pre-drive check*** of vehicle, equipment and accessories is performed to ensure availability and serviceability in accordance with organisational policies and procedures and ***manufacturer's specifications*** 1.3 ***Start-up checks*** are performed in accordance with training/organisational policies and procedures 1.4 Audible and visual warning systems are checked for operation in accordance with organisational policies and procedures 1.5 Vehicle and operational response documentation is recorded in accordance with organisational policies and procedures
2. Drive vehicle in *operational conditions*	2.1 ***Defensive driving techniques*** are applied in accordance with organisational policies and procedures 2.2 Vehicles are driven and controlled in accordance with manufacturer's specifications, ***road and traffic conditions*** and organisational policies and procedures 2.3 Appropriate ***risk management*** strategies are applied during ***operational driving*** to maintain operational safety, in accordance with workplace environment 2.4 Most efficient route of travel is anticipated and monitored considering traffic flows and environmental conditions 2.5 Ethical and professional behaviour is applied when driving police vehicles in accordance with organisational policies and procedures 2.6 ***Situational awareness*** is applied in accordance with organisational policies and procedures

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply engine power management and safe driving strategies
- apply vehicle handling techniques, including defensive driving
- assess and manage risk
- manage personal stress and fatigue during urgent duty and pursuit situations or when driving in operational conditions
- maintain situational awareness
- monitor and anticipate traffic hazards and take appropriate action
- perform vehicle checks
- plan route, navigate roads and read maps
- solve problems
- use on-board vehicle technology, including audible and visual warning systems
- use police communication systems and processes

Required Knowledge

- causes and effects of fatigue on drivers
- ethical considerations, including public expectations and perceptions of police driving
- jurisdictional reporting and recording requirements
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- relevant jurisdictional legislation such as that relating to traffic and road rules, occupational health and safety (OH&S)
- relevant jurisdictional policies and procedures such as that relating to driving, OH&S, accidents, urgent duty/pursuit driving, drugs and alcohol
- risk assessment strategies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence	Assessment must confirm the ability to:

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required to demonstrate competency in this unit

- prepare vehicles for operational driving
- drive the vehicle in operational conditions
- plan for potential traffic flow problems
- demonstrate ethical and professional driving.

Consistency in performance

Competency should be demonstrated consistently through practical performances of operational driving and over time to ensure the competence has been achieved.

Maintaining personal safety, safety awareness and awareness of traffic conditions and other road users is critical.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in either an operational or simulated operational situation under varying conditions and contexts.

Specific resources for assessment

Access is required to:

- operational vehicle
- appropriate equipment and resources
- real or simulated policing environment.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Vehicles may include:

- Automatic and manual vehicles
- Marked and unmarked four wheel drive vehicles
- Marked and unmarked motor cycles
- Marked and unmarked police sedans
- Marked and unmarked station wagons

Pre-drive check may include:

- Battery
- Bio hazards (blood etc)
- Brakes (park, pedal [pressure/travel], anti-lock braking systems, including warning light)
- Electronic stability program
- Equipment (operational, PPK)
- Fan belts
- Fuel
- Instrument/control layout
- Lights (external - headlamps, indicators, etc.)
- Operation of emergency warning devices (lights/sirens)
- Mirrors
- Mobile data terminal or equivalent
- Physical check or scan of gauges
- Police radio/mobile data terminals
- Radio
- Registration
- Roadworthiness
- Seat belts
- Steering
- Traction control
- Tyres and tyre pressures
- Vehicle fluids (includes oil leaks)
- Visual inspection of vehicle (internal, external and underneath)
- Weapons/foreign objects
- Wheel changing equipment
- Wheels/tyres (including spare)
- Windscreen/wipers/wiper blades
- Warning devices, including instrumentation
- Windows (electric/manual operated)

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Manufacturer's specifications may include:	• Clearance height • Engagement procedures • Engine characteristics • Engine horsepower rating • Fuel capacity for range • Maximum vehicle weight • No-spin locking differential • Radius of turning circle • Safety procedures • Systems warning functions
Start-up checks may include:	• Adjusting seats and mirrors • Fastening seatbelts • Re-checking brake pedal • Re-checking warning lights and systems • Starting vehicle in accordance with training/organisational procedures • Unusual engine compartment noises
Operational conditions may include:	• Driving in special environments (e.g. on actual airport movement areas) • Hazardous environmental conditions (e.g. bushfires) • Prevailing weather • Sealed/unsealed roads • Time of day/night • Traffic conditions • Urban/rural • Visibility
Defensive driving techniques may include:	• Accelerating • Braking • Cornering • Correcting and overtaking • Night driving • Skid avoidance • Steering techniques (such as hand over hand steering, fixed hand steering, pull/push steering)
Road conditions may include	• Effect of weather on roads • Foreign material • Road surface (sealed/unsealed, corrugated, sand etc.) • Visibility
Traffic conditions may include:	• Community functions and events • Day/night • Parking • Peak/non-peak

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	• Road surface • Traffic pattern and density • Visibility • Weather conditions, including temperature and climate
Risk management may include:	• Analysing/assessing risk • Controlling/treating risk • Hazard assessment • Identifying risk • Monitoring • Personal, fellow worker or public safety • Reviewing
Operational driving may include:	• Levels of response • Procedures/policies • Pursuit driving • Risk assessment • Routine patrol • Traffic conditions • Traffic legislation • Type of vehicle, in accordance with jurisdictional requirements or policy • Type or nature of incident • Urgent duty driving • Warning devices
Situational awareness may include:	• Managing operational response • Multi-tasking • Receiving and processing incoming information from a variety of sources including police radio, partner, other vehicles, own observations, other communications, previous knowledge, etc.

Unit Sector(s)

Not applicable.

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PUAPOLGD015A Employ media strategies

Modification History

PUAPOLGD015A Release 3: Unit Descriptor revised.

PUAPOLGD015A Release 2: Layout adjusted. No changes to content.

PUAPOLGD015A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to employ media strategies to enhance work outcomes.

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

Application of the Unit

Media strategies may be used for a range of reasons including to increase community confidence or to seek information from witnesses to events.

This unit applies to people required to effectively employ media strategies in a work context. It requires the purpose for media involvement and potential media interest in the information to be balanced with legal, operational and organisational requirements. It also requires a planned release of authorised, relevant information in an appropriate format.

In liaising with the media, this unit requires the establishment of an effective relationship with media personnel, compliance with organisational protocols and the maintenance of a positive organisational image at all times.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine media involvement	1.1 Purpose of ***media*** involvement is identified and recorded in ***relevant documents*** as appropriate
	1.2 Media's potential interest is assessed to determine the ***type of information*** to be released
	1.3 ***Legal***, ***operational and organisational responsibilities*** are balanced against providing information to the media
2. Provide information to the media	2.1 Release of information is planned to avoid the release of unauthorised information
	2.2 ***Relevant and succinct information*** is supplied to the media in accordance with organisational policies and guidelines
3. Liaise with media	3.1 Relationship is established with the media that facilitates the release of information as planned
	3.2 ***Positive image of the organisation*** is maintained when dealing and/or corresponding with the media
	3.3 ***Organisational protocols*** are followed when liaising with the media

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- attend to detail
- communicate facts in a fluent, clear and interesting manner
- liaise with media and other organisational personnel

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- make media presentations
- prioritise between operational responsibilities and provision of information to media
- retain professionalism under duress
- show empathy with victims and operational personnel
- undertake public speaking as required

Required Knowledge

- communication techniques
- establishing media relationships
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisational protocols relating to media liaison, such as legal and organisational requirement relating to confidentiality, disclosure, libel, accuracy, discrimination
- requirements of media to present information in a newsworthy/informative manner
- role of media in disseminating information

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify, select and use various media strategies suited to specific instances
- communicate authorised information to the media accurately and in accordance with relevant jurisdictional policies and procedures
- liaise with the media portraying a positive image of the organisation within established organisational protocols

Consistency in performance

Competency should be demonstrated over time in a range of contexts to ensure the person can achieve the outcome and apply the competence in different situations or environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or an environment that closely resembles normal work

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practice and replicates the range of conditions likely to be encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Media includes:

- Community and ethnic television
- Internal media teams/units
- Mainstream media
- Print and broadcast media

Relevant documents may include:

- Email or other correspondence to internal media teams/units
- Investigation plan
- Media release forms

Type of information may include:

- Content of information to be released (who, what, when, where)
- Format of information to be released (text, video footage, photos and other relevant forms)

Legal, operational and

- Ensuring the accuracy of the content

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organisational responsibilities may include:	• Presenting information relevant to the public • Preserving life and property, which is the principal concern to all public • Safety personnel • Understanding the legal implications of releasing information
Relevant and succinct information may include:	• Information that according to protocol is available for public release • Information that matches the purpose of media involvement • Not supplying classified information • Providing information that is fascinating or appealing to the public • Reporting facts and avoiding speculation • Using language that can be readily understood by all to avoid misinterpretation
Positive image of the organisation may include:	• Cooperative and responsive organisational personnel • Handling media in most positive manner in even the most adverse conditions/circumstances • Heroic actions of personnel • Promoting the relevance and efficiency of the service • Reporting facts • Well presented organisational personnel
Organisational protocols may include:	• Acknowledging support of other organisations • Ensuring media liaison person is fully briefed and prepared • Ensuring personal presentation is as presentable as possible considering • Limiting comments on role of own service • Operational circumstances • Organisational policies and procedures • Referring to relevant federal and state/territory legislation and regulations • Seeking advice from headquarters where appropriate

Unit Sector(s)

Not applicable.

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PUAPOLGD016A Perform inter-jurisdictional police duties

Modification History

PUAPOLGD016A Release 3: Unit Descriptor revised.

PUAPOLGD016A Release 2: Layout adjusted. No changes to content.

PUAPOLGD016A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to perform the roles and functions required for police performing duties in more than one jurisdiction.

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

Application of the Unit

The application of this unit in the workplace involves applying relevant policies and legislation for police working in more than one police jurisdiction.

This work would typically be undertaken by police working within close proximity to state and territory borders where there is a requirement to work closely and within neighbouring jurisdictions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to cross state/territory borders	1.1 ***Roles and responsibilities*** of a police officer working within an inter-jurisdictional context are identified in accordance with home and/or host jurisdictional requirements 1.2 Given ***workplace situations*** are assessed as requiring appropriate execution of inter-jurisdictional police powers 1.3 ***Standard operating procedures*** (SOPs) of home and/or host jurisdiction are applied when seeking permission to enter host jurisdiction 1.4 Rationale and circumstances warranting entry are clearly provided and recorded in accordance with jurisdictional requirements, using appropriate communication technology
2. Apply appropriate legislation	2.1 Workplace situation is assessed and relevant host jurisdictional ***legislation*** is obtained and considered accordingly 2.2 Any differences in legislation between home and host jurisdictions are considered and course of action is determined accordingly 2.3 Appropriate police response is undertaken in accordance with home and/or host jurisdictional legislation, workplace situation and occupational health and safety (OH&S) considerations
3. Apply relevant policies and procedures	3.1 Applicable host jurisdiction ***policies and procedures*** are obtained and interpreted in accordance with the workplace situation 3.2 Any implications of exercising inter-jurisdictional police powers are identified, considered and a course of action is determined accordingly 3.3 Police response is undertaken in accordance with home and/or host jurisdictional policies and procedures, the workplace situation and OH&S considerations

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ELEMENT	PERFORMANCE CRITERIA
4. Participate in host jurisdictional briefings and debriefings	4.1 Host jurisdictional briefings and debriefings are ***attended*** in accordance with jurisdictional policies and procedures 4.2 Relevant stakeholders are identified and engaged in accordance with home and/or host jurisdictional requirements 4.3 Relevant ***reports*** are completed and disseminated in accordance with home and/or host jurisdictional requirements

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse and plan appropriate action
- apply use of force (restraining and self-defence tactics) including the use of legal force
- de-escalate incidents
- effectively communicate safety issues/concerns to colleagues, supervisors and when necessary, other emergency services and the public
- evaluate self (via diary, notebook, personal log/journal, verbal discussion)
- maintain ethical behaviour and professionalism
- make decisions and manage priorities
- minimise workplace risks to self, colleagues and the public
- participate in briefings and debriefings
- recognise and accurately assess situational risks/hazards
- use communications technology effectively

Required Knowledge

- communication processes
- cross jurisdictional legislation, by-laws and regulations relating to offences against persons, property or statute
- general duty of care and OH&S responsibilities
- host jurisdictional legislation and policies and procedures on urgent duty/pursuit driving
- organisational policies and procedures covering reactive operational safety issues/practices
- potential risks associated with operational policing
- reporting requirements in relation to operations

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- SOPs relating to cross border pursuits
- strategies to optimise safety under a range of operational scenarios
- use of force and its legal parameters

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- accurately assess and analyse the range of workplace situations

perform duties and tasks in accordance with host jurisdictional legislation, and organisational policies and procedures required of an officer performing inter-jurisdictional role.

Consistency in performance

Competency should be demonstrated over time to ensure that the individual is assessed across a wide variety of situations within the workplace.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in a workplace or simulated environment.

Specific resources for assessment

Access is required to:

- relevant policies, procedures and legislation
- operational procedures manual
- code of conduct
- relevant circulars, handbooks, fact sheets, internet sites.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

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Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Roles and responsibilities may include:

- Alcohol related driving offences
- Blood tests
- Breath testing
- Code of ethics
- Cross border information
- Custody
- Entry to vehicles
- Extra-territorial warrants
- Extraditions
- Mental health
- Patrols
- Use of force

Workplace situations may include:

- Acting in course of operation order
- Foot or mobile patrols
- Inter-state/territory search warrants
- Lawful and unlawful entry into jurisdiction
- Obtaining permission to enter jurisdiction
- Performing authorised surveillance
- Pursuits (engaged in)
- Responding to incidents requiring immediate police attention
- Safety of public
- Stop, search and detain
- Traffic enforcement

Standard operating procedures may include:

- Adhering to state/territory safe driver policy
- Any operational reason to cross state/territory

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	borders • Being trained in host state/territory policy on pursuits/urgent duty driving • Ensuring only primary and secondary units continue the pursuit • Informing host state/territory prior to entering jurisdiction and obtain host state/territory approval • Receiving permission from home jurisdiction to leave state/territory • When host vehicle joins pursuit, allowing this vehicle to take over as primary vehicle • When second host vehicle joins pursuit, terminating pursuit
Legislation may include:	• Common offences/laws • Custody • Extradition • General search warrants • Immunities • Liabilities • Local issues • OH&S • Power to stop and search • Power to supply name and address • Powers of arrest/discontinue arrest • Traffic and urgent duty driving
Policies and procedures may include:	• Arrest procedures • Case management • Communications • Conduct of disciplinary investigations • Discipline • Discretion • Investigations • Interviews • Licensing • Lines of authority • Local issues and SOPs • OH&S • Organisational • Post arrest procedures and responsibilities • Risk minimisation • Safe driving policy • Search procedures • Use of power

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Attending host jurisdictional briefings and debriefings may include:	• Email • Memo • Physical attendance • Radio • Reports • Telephone • Via chain of command in accordance with organisational policy of each jurisdiction concerned
Reporting requirements may include completing:	• Court related documentation • Occurrence sheets • Reports to supervisors • Significant event messages

Unit Sector(s)

Not applicable.

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PUAPOLGD017A Employ protective service methods

Modification History

PUAPOLGD017A Release 3: Unit Descriptor revised.

PUAPOLGD017A Release 2: Layout adjusted. No changes to content.

PUAPOLGD017A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to undertake protective service functions within an operational environment.

The ability to diligently patrol, respond to incidents, conduct searches, analyse behaviour, caution and arrest persons are essential to performance. In practice, any of these functions may overlap with other work activities such as using operational equipment, managing professional performance, workplace communication and operational safety.

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

Application of the Unit

This unit of competency has a wide application in the public safety industry in the roles involving protective service activities. Competency requires operational, legal and procedural knowledge applicable to the protective service role. The unit is applied within professional standards, relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake patrols	1.1 ***Patrol*** objectives are identified and confirmed
	1.2 Potential threats or incidents are identified and plan of action is formulated in accordance with organisational procedures
	1.3 Equipment is prepared and checked for serviceability in accordance with organisational requirements and manufacturer's instructions
	1.4 Personal dress and presentation are checked in accordance with organisational requirements
	1.5 Patrol is carried out in accordance with patrol objectives and organisational procedures
	1.6 Personal security and safety is maintained in accordance with organisational requirements
	1.7 Security breaches are detected and actioned in accordance with organisational procedures
	1.8 High visibility presence/deterrence is provided in accordance with organisational requirements
2. Respond to incident	2.1 Potential threats or incidents are identified and responded to in accordance with organisational procedures
	2.2 Information about the ***incident*** is received, gathered confirmed and communicated
	2.3 First response is planned and implemented with roles and responsibilities clearly identified
	2.4 Response to incident is carried out by the most effective route
	2.5 Incident risks and hazards are identified and assessed to maximise officer and public safety
	2.6 Safe areas are identified and established
	2.7 Effective first response command and control is

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ELEMENT	PERFORMANCE CRITERIA
	exercised and further assistance is requested where incident cannot be resolved by attending parties
	2.8 Area concerned is evacuated, cordoned and contained in accordance with operating procedures
3. Conduct searches	3.1 Decision to ***search*** is made and conducted with due regard to lawful authority and/or client requirements and organisational procedures
	3.2 Methodological search process is undertaken in accordance with operational and occupational health and safety (OH&S) policies and procedures
	3.3 Item/s found are either contained, seized, recorded or stored in accordance with organisational policies and legislative requirements
	3.4 Any damage and/or injuries incurred are accurately documented as per organisational policy
4. Caution, report or arrest persons	4.1 ***Breaches of the law*** are identified in accordance with relevant jurisdictional law, policies and procedures
	4.2 Personal discretion is used to caution, report or arrest and actions taken are explained to the person/s concerned in accordance with organisational guidelines and professional codes of conduct
	4.3 Person/s are released from custody when criteria that formed the basis for the arrest no longer exists
	4.4 Person/s held in custody are transferred to relevant jurisdiction in accordance with organisational policies and procedures
5. Carry out post incident actions	5.1 Notebook entries are recorded to document all actions and observations
	5.2 ***Reports*** are completed and submitted to relevant personnel in accordance with organisational policies and procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply tactical awareness techniques and strategies
- assess risk in handling incidents

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- communicate effectively to manage incidents and to provide situation reports by:
- speaking clearly and concisely in public
- using radio communication
- communicating in writing
- direct and control traffic
- follow duty of care towards persons in custody
- implement first response command and control procedures
- implement situational awareness processes and procedures
- make and report on, observations
- patrol
- search
- solve problems and make decisions
- use defensive tactics
- work in a team

Required Knowledge

- cordon and containment principles
- critical incident roles and responsibilities
- cultural diversity, which encompasses respect for and the accommodation of the culture, language and religion of others
- human behaviour (individual and group) and the impacts of age, gender, ethnicity, social background and recreational practices such as drugs and alcohol
- issues/problems that can arise with persons in custody
- officer safety principles
- organisational policies, procedures and guidelines (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- potential risks associated with operational protective service roles and responsibilities
- protective service responsibilities contained within the National Counter Terrorism Plan
- search and evacuation procedures
- strategies to optimise safety under a range of operational scenarios
- tactical communication
- traffic direction principles

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

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Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • communicate effectively with the public and with fellow officers • present information clearly and accurately in public. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in a simulated environment and/or in the workplace using a wide range of scenarios. **Specific resources for assessment** Access is required to: • facilities and locations to conduct patrols, respond to incidents, conduct searches and control traffic.
Method of assessment	This unit may be assessed with the following unit/s: • PUAPOLGD001A Maintain police operational safety • PUAPOLGD005A Use and maintain police operational equipment • PUAPOLGD011A Manage personal and ethical performance. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Patrols may be on foot, vehicle, bike and may include:

- Airports
- Embassies, high commissions, consulates and official residences
- Official establishments
- Other government facilities
- Overseas missions
- Other areas as directed by governmental and organisational requirements

Incidents may include:

- Aircraft crash
- Aircraft hijacking
- Alarms
- Assassination or attempted assassination
- Bomb threats
- Chemical, biological, radiological and nuclear (CBRN)
- Critical infrastructure outage
- Damage to commonwealth property
- Demonstrations
- Domestic altercations
- Hostage takers
- Identified explosive device
- Other terrorist or criminal activity
- Natural disasters (fire, gas leak)
- Post bomb blast
- Suspect items
- Suspect persons
- Suspicious vehicles
- Theft of property
- Traffic accidents or incidents
- Trespassers

Search may include:

- Aircraft
- Buildings
- Open areas
- Persons
- Property

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	• Route searches • Vehicles • Vessels
Breaches of the law may include:	• Criminal activity • Protective service offences • Unlawful activity
Reports may include:	• Incident reports • Information reports • Log book entries • Note book entries • Occurrence reports • Use of force reports • Verbal reports

Unit Sector(s)

Not applicable.

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PUAPOLGD018A Perform court security duties

Modification History

PUAPOLGD018A Release 3: Unit Descriptor revised.

PUAPOLGD018A Release 2: Layout adjusted. No changes to content.

PUAPOLGD018A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to undertake court security duties within a range of courts. Court security enforces laws relating to the safety, security, good order and management of the court premises.

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

Application of the Unit

This unit applies to authorised officers as defined within relevant jurisdictional court security legislation.

The unit addresses identifying appropriate court security measures to maintain the safety of all court users. It also covers providing prompt and effective response to any security issues and potential disruptions to the court including high-risk court cases.

The unit involves identifying and facilitating any specific requirements of individual courts and conducting constant risk assessment pre/post and during court hearings. Stakeholders may include court officials, correctional service staff, community groups, police and other relevant parties including the media, victim and family members, witnesses and members of the public.

Court security duties may be conducted in Supreme, County or Magistrates Courts, other tribunals or authorised bodies entitled to hear, receive, or examine evidence in accordance with relevant legislation.

Sound judgement with regard to operational policing methods is required to ensure the safety of all court users within courtrooms and law court precincts. Sound knowledge of relevant law enforcement principles is needed as applied within the court operations context. An understanding of operational safety tactics is necessary when dealing with conflict.

This unit requires sound knowledge of legal and police court processes as they relate to courts, to ensure the provision of prompt and effective responses to breaches of security and the law in the court environment.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for court security	1.1 Court security briefing instructions are interpreted to ensure compliance with ***organisational requirements***
	1.2 ***Relevant equipment*** is obtained and set up at the court according to court security briefing instructions and occupational health and safety (OH&S) requirements
	1.3 Security search of the courtroom is conducted in accordance with ***relevant standard operating procedures*** (***SOPs***)
	1.4 ***Court security processes*** are maintained prior to the commencement of the court hearing
	1.5 ***Court officials and other relevant parties*** are made aware of relevant organisational requirements as listed in the court security briefing instruction
2. Undertake court security duties	2.1 Searches of persons and their personal effects are conducted prior to persons entering the court premises in accordance with court security briefing

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ELEMENT	PERFORMANCE CRITERIA
	instructions
	2.2 Risk assessments are constantly undertaken and appropriate responses are made in accordance with ***organisational policies and procedures***
3. Conclude court security duties	3.1 Security clearance and/or other ***prescribed responsibilities of the court*** are conducted upon the court's conclusion in accordance with organisational SOPs and court security briefing instructions
	3.2 Relevant equipment and correspondence is processed in accordance with organisational policies and procedures
	3.3 Any ***resultant issues and /or concerns*** are communicated to relevant persons according to organisational policies and procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively verbally and in writing
- implement cross-cultural process and procedures
- implement customer service organisational requirements
- operate relevant safety equipment
- operate security scanning equipment

Required Knowledge

- court hierarchy
- court layout, procedures and protocols
- OH&S policies and procedures
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- relevant court proceedings and terminology
- relevant operational legislation

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- outline the range of courts in the state/territory or commonwealth
- apply court protocols and procedures
- apply court security statutes
- apply court security operational procedures including secure court operational procedures.

Consistency in performance

Competency should be demonstrated gathered over time in a range of actual or simulated workplace environments to ensure the person can achieve the outcome and apply the competence in different situations or environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time and through a range of contexts in order to ensure consistency of performance over a range of situations.

Specific resources for assessment

Access is required to:

- suitable equipment, courtroom and associated facilities including court security briefing instructions, hand-held scanners, adequate furniture including seating, court security signage such as condition of entry signage, full personal accoutrements
- other miscellaneous items such as adequate search tables, mirrors, torches and weapon detection systems.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

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Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisational requirements may include:

- Entering name, address, proof of identification and other relevant information of persons entering the court room on attendance sheet
- Searching prescribed persons prior to entry to the court
- Searching personal effects are
- Searching court room prior to commencement of court for any explosive devices, weapons and/or other items
- Refusing entry to persons if the courtroom is full or if they do not comply with entry requirements
- Maintaining vigilance to detect any suspicious behaviour
- Taking decisive action in response to security breaches and breaches of the law
- Seeking, verifying and documenting prior to access being permitted into the courtroom, identification of persons entering a secure court

Relevant equipment may include:

- Attendance sheets, including secure court logbooks
- Furniture such as tables and chairs placed outside the entry of the courtroom
- Hand-held metal detectors
- Operational safety equipment such as firearm, baton, capsicum spray, handcuffs, portable radio and/or other issued equipment
- Plastic trays for searching personal effects
- Signs regarding condition of entry requirements
- Weapon detection devices

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Relevant standard operating procedures may include:	• Building/room search procedures
Court security processes may include:	• Searching designated area prior to all sessions • Securing designated area after conducting a building/room search
Court officials and other relevant parties may include:	• Court network staff • Custodial staff • Defence counsel • Defendant (if on bail) and defendant's family and friends • Department of Justice staff such as Criminal Coordinators, Prothonotary • Journalists • Judge's associate • Members of the public • Police informant/s • Presiding official/s • Prosecutors • Tipstaves/Registrar • Victim/s and victim's family and friends • Witness/es
Organisational policies and procedures may include:	• Court security legislation and other relevant statutes • Policies and procedures regarding searches, operational safety, conflict resolution and secure court operations
Prescribed responsibilities of the court may include:	• Prisoner transfer • Protected witness security measures
Resultant issues and/or concerns may include:	• Communication issues • Equipment failure • Suitability of the selected court room

Unit Sector(s)

Not applicable.

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PUAPOLHD001A Manage information relating to reported improvised hazardous device incidents

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHD002A Use and maintain specialist equipment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHD003A Manage an improvised hazardous device incident

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHD004A Manage post incident improvised hazardous device information requirements

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHD005A Search for an improvised hazardous device

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHD006A Maintain occupational health, safety and welfare at an improvised hazardous device incident

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHD007A Manage evidence at an improvised hazardous device incident

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHD008A Conduct render-safe procedures for improvised hazardous devices

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHD009A Respond to a chemical, biological or radiological improvised hazardous device incident

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHS001A Control a human source

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHS002A Negotiate in a human source environment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHS003A Communicate in a human source environment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHS004A Maintain operational security for human sources

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLHS005A Use specialised technical equipment in a human source environment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIM001A Assist police with members of a culturally specific community

Modification History

PUAPOLIM001A Release 3: Unit Descriptor revised.

PUAPOLIM001A Release 2: Layout adjusted. No changes to content.

PUAPOLIM001A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to use own cultural identity and knowledge to further organisational purposes in an operational setting in accordance with organisational policies and guidelines.

Similar functions specifically for Aboriginal or Torres Strait Islander officers are covered in separate units.

This unit replaces PUAPLO001B Assist police with members of a culturally specific community.

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

Application of the Unit

This unit applies to a specialist officer whose own cultural identity and knowledge is used to further organisational purposes in line with organisational policies and guidelines.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assist in maintaining a police presence	1.1 Positive presence is maintained in interaction with community 1.2 Cultural identity is accepted and used to facilitate interaction with community 1.3 All actions taken are consistent with assigned powers and organisational guidelines
2. Assist in communication with members of a culturally specific community	2.1 Advice is given on cultural issues affecting police and members of a ***culturally specific community*** 2.2 Particular misunderstandings in communication between other police and members of a culturally specific community are identified and resolved 2.3 Interpreting and translating assistance is provided subject to organisational guidelines
3. Consult with respected members and organisations of a culturally specific community	3.1 Problems in police relations with a culturally specific community are identified and discussed 3.2 Crime and social disorder concerns of the community are identified and reported to supervisors 3.3 Community suggestions are elicited and reported back to supervisors 3.4 Police service strategies are explained and feedback is reported to supervisors
4. Advise members of the organisation on cultural factors	4.1 Relevant cultural protocols are explained 4.2 Appropriate communications channels are identified 4.3 Community decision-making practices are explained and the roles of key groups and organisations are identified 4.4 Strategies are suggested to achieve service objectives while respecting cultural differences

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- make oral and/or written presentations

Required Knowledge

- culturally specific community social and political structure
- organisational policies and guidelines (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- perform a range of comprehensive consultations
- establish a respectful police presence
- use cultural knowledge in dealing with problems
- maintain social order.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

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Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Culturally specific community includes:	• Particular racial, linguistic, national or religious group whether concentrated in a locality or not

Unit Sector(s)

Not applicable.

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PUAPOLIM002A Promote public safety objectives by liaison with a culturally specific community

Modification History

PUAPOLIM002A Release 3: Unit Descriptor revised.

PUAPOLIM002A Release 2: Layout adjusted. No changes to content.

PUAPOLIM002A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to identify significant information and to assist in the implementation of departmental strategies for a specific community in accordance with organisational policies and guidelines.

This unit replaces PUAPLO002B Promote public safety objectives by liaison between the police service and Aboriginal or Torres Strait Islander communities.

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

Application of the Unit

This unit will be applied in an environment wherein various cultural groups are encountered. The ability to liaise with culturally specific groups and to promote public safety concerns are embedded within this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and communicate public safety concerns of a specific community	1.1 Respected members and organisations of a ***culturally specific community*** are consulted to build networks and relationships, to identify public concerns and to assist in developing negotiation of strategies 1.2 Community meetings are attended and issues raised are recorded 1.3 Information collected is collated and systematically reported to relevant officers as appropriate 1.4 Problems in police relations with a culturally specific community are identified, discussed and reported as appropriate 1.5 Community suggestions are elicited and reported back to relevant officers 1.6 Police service strategies are explained and feedback is reported to senior officers
2. Advise police on cultural factors affecting the success of service strategies in relation to a culturally specific community	2.1 Relevant cultural protocols are explained 2.2 Communication channels are identified 2.3 Community decision-making practices are explained and the roles of key groups and organisations are identified 2.4 Strategies are suggested to achieve service objectives while respecting cultural differences

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- make oral and/or written presentations

Required Knowledge

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- culturally specific community social and political structure
- organisational policies and guidelines (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- consult widely and deeply with a culturally specific community
- make background knowledge available to supervisors.

Consistency in performance

Competency should be demonstrated over time to ensure that the individual is assessed across a wide variety of situations within the workplace.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate

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- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Culturally specific community includes:	• Particular racial, linguistic, national or religious group whether concentrated in a locality or not

Unit Sector(s)

Not applicable.

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PUAPOLIM003A Provide interpreting and translating services

Modification History

PUAPOLIM003A Release 3: Unit Descriptor revised.

PUAPOLIM003A Release 2: Layout adjusted. No changes to content.

PUAPOLIM003A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to interpret and translate questions, requests and responses between policing English and Aboriginal English or a community language and explain departmental requirements in Aboriginal English or a community language.

It also includes interpreting non-verbal behaviour in accordance with organisational policies, procedures and guidelines.

This unit replaces PUALIO004B Provide interpreting and translating services.

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

Application of the Unit

This unit applies to persons required to interpret and translate policing terms/requests/responses/questions in such a manner that communication is enhanced with members of a specific community.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret/translate questions in policing terms into an appropriate questioning strategy in an appropriate language	1.1 Intent of questions is clarified with questioner 1.2 Feedback is given on appropriateness, effectiveness and progress of questioning 1.3 Answers to modified questions are obtained from informant or interviewee
2. Interpret/translate responses, requests and complaints from community members into appropriate policing terms	2.1 Literal translation is provided and meaning is explained 2.2 Appreciation is supplied of the credibility of the information or seriousness of the request or complaint, reasons for supplying the information or making the request or complaint, and any relevant circumstances to take into account in interpreting it 2.3 Questions are asked of informant when necessary to clarify responses or to check understanding
3. Interpret/translate organisational policies and procedures, requests and requirements into an appropriate language	3.1 Organisational policies and procedures, requests and requirements are conveyed to appropriate community members in a manner likely to secure acceptance 3.2 Reasons for the request or requirement are explained in terms understandable to the community 3.3 Status of the request or requirement is explained

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

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- achieve rapport
- fluency in English
- fluency in Aboriginal English or a community language

Required Knowledge

- departmental interview policy and procedure
- differences between European and Indigenous question and answer styles
- legal and policing terminology
- organisational policies, procedures and guidelines (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- ensure each party to the communication receives a clear and accurate understanding of the positions, claims or views of the other.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

Specific resources for assessment

Access is required to:

- either an assessor fluent in the language in question or elaborate structured assessments that compare known behaviour with the descriptions of behaviour provided independently by the interpreter.

Method of assessment

This unit may be assessed with the following unit/s:

PUAPOLIM001A Assist police with members of a culturally specific community

PUAPOLIM002A Promote public safety objectives by

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liaison with a culturally specific community.

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Appropriate language includes:	• Any Aboriginal or Torres Strait Islander language including Torres Strait Creole (broken) and Kriol • Any language other than English

Unit Sector(s)

Not applicable.

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PUAPOLIM004A Provide police services in an Aboriginal or Torres Strait Islander community

Modification History

PUAPOLIM004A Release 3: Unit Descriptor revised.

PUAPOLIM004A Release 2: Layout adjusted. No changes to content.

PUAPOLIM004A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to provide basic policing services while operating in a community without the presence of a supervisor.

This unit replaces PUACPO001B Provide police services in an Aboriginal or Torres Strait Islander community.

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

Application of the Unit

This unit will be applied in a basic policing services context.

This unit applies to non-constabular Aboriginal or Torres Strait Islander officers within community groups. The knowledge and skills in this unit will enable the officer to work without the presence of a supervisor.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide a first point of contact for persons seeking police assistance	1.1 Time is managed to ensure people can access police assistance during duty hours and for emergencies out of duty hours as per organisational policies and guidelines 1.2 All requests for assistance are accepted and treated impartially according to departmental and organisational policies, procedures and guidelines 1.3 Where necessary, ***protocols*** are established to allow community members not culturally permitted to address the member to lodge requests for assistance 1.4 Requests for assistance are responded to promptly or referred on to the supervising officer at the first opportunity
2. Patrol community to monitor and minimise anti-social activity	2.1 Positive presence is maintained in the community 2.2 Community networks and organisations are used to monitor anti-social activity 2.3 Youth issues are addressed in consultation with parents, schools and community authorities 2.4 Patrols are conducted so as to minimise anti-social activity and to detect breaches of regulations and laws
3. Liaise with community organisations and representatives of other government agencies to address social problems	3.1 Ongoing liaison is maintained with local representatives of other agencies to identify areas of common concern and/or possible joint initiatives 3.2 Community organisations are kept informed of progress of own work as appropriate 3.3 Note is taken of community concerns 3.4 Community organisations are involved in strategies to address local issues
4. Resolve local disputes or refer to appropriate authorities	4.1 Personal, family or kinship networks are used to assist in dispute resolution as appropriate 4.2 Traditional law and authorities are used in dispute resolution as organisationally permitted and

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ELEMENT	PERFORMANCE CRITERIA
	appropriate
	4.3 Supervising officers are kept informed of the background and progress of serious community disputes as culturally appropriate
	4.4 Disputes requiring outside legal or other intervention are referred to appropriate persons and supervising officer is informed
5. Report criminal activity and serious incidents to supervising officer	5.1 Criminal activity and incidents with policing implications are reported to supervisors in a timely manner
	5.2 Any initial actions or investigations undertaken are in accordance with ***powers exercised***, organisational instructions and own abilities
	5.3 All actions undertaken to investigate crimes, respond to incidents or penalise breaches of law or regulations are reported to supervising officer according to departmental instructions

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- negotiate effectively

Required Knowledge

- departmental policies and procedures
- law and legal powers
- organisational policies, procedures and guidelines (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- traditional law and social structure

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

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Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • display a professional, pro-active approach to policing • involve the community and/or community organisations • display a scrupulous regard for legal or departmental limitations to powers. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed over time in a range of actual or simulated workplace environments. **Specific resources for assessment** Access is required to: • supervisors • community representatives.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for

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different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Protocols may include:	• Designation of other community members as appropriate conduits • Informal 'talking to the wall'
Powers exercised may include:	• Powers restricted to certain communities, areas or offences

Unit Sector(s)

Not applicable.

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PUAPOLIM005A Provide advanced information concerning an Aboriginal or Torres Strait Islander community

Modification History

PUAPOLIM005A Release 3: Unit Descriptor revised.

PUAPOLIM005A Release 2: Layout adjusted. No changes to content.

PUAPOLIM005A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to provide information concerning issues with policing implications in relation to an Aboriginal or Torres Strait Islander community.

This unit replaces PUACPO002B Provide advanced information concerning an Aboriginal or Torres Strait Islander community.

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

Application of the Unit

This unit will be applied within a policing environment by Police officers in relation to Aboriginal or Torres Strait Islander communities.

This unit is specifically designed for Police officers and may not be appropriate to officers not employed in a policing role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain and report information from the community	1.1 Information networks are developed for current and future use 1.2 Information from the community is received in confidence 1.3 Community concerns are referred to supervisors
2. Pass local intelligence to other officers	2.1 Information received on policing issues is referred as appropriate to other officers 2.2 Information on persons of interest is shared as appropriate with other officers 2.3 Officers from other areas are assisted with policing matters including local protocols and identifying appropriate sources of information 2.4 Causes of local disturbances are identified, appropriate information is disseminated to deal with these issues and supervisors are informed when issues cannot be dealt with at the community level
3. Provide an 'early warning' service for supervisors	3.1 Advice is given on the likely effects of proposed police actions 3.2 Advice is given on current ***developments with potential policing and public safety implications*** 3.3 Supervisors are notified of impending events with potential policing or public safety implications

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- listen effectively
- observe situations

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Required Knowledge

- Aboriginal or Torres Strait Islander culture

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- provide accurate information in a timely manner
- proactively provide information.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

This unit may be assessed with the following unit/s:

- PUAPOLIM004AProvide police services in an Aboriginal or Torres Strait Islander community.

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors

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- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Developments with potential policing or public safety implications may include:

- Family or personal conflicts
- Major ceremonies
- Political
- Political meetings
- Road safety and alcohol issues
- Sporting events
- Trends in substance abuse

Unit Sector(s)

Not applicable.

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PUAPOLIM006A Enhance status as a role model in an Aboriginal or Torres Strait Islander community

Modification History

PUAPOLIM006A Release 3: Unit Descriptor revised.

PUAPOLIM006A Release 2: Layout adjusted. No changes to content.

PUAPOLIM006A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to maintain one's bicultural skills and knowledge to enhance personal status and policing effectiveness.

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

Application of the Unit

The skills and knowledge in this unit will be applied by Aboriginal or Torres Strait Islander police officers when performing duties in community groups.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain traditional cultural status	1.1 Knowledge of law, stories and language is maintained and extended where appropriate 1.2 Activities to transmit and strengthen traditional culture are supported when consistent with law and organisational policies 1.3 Traditional law and cultural usages are followed when consistent with law and organisational policies
2. Facilitate resolution of differences between community groups	2.1 Trust/respect of groups in conflict is secured and maintained 2.2 ***Parameters of own behaviour*** are established with each group 2.3 ***Fair and non-provocativere presentations*** are made of each group's position 2.4 Possible resolutions or compromises are explored 2.5 Other community groups/organisations are involved when opportune to help reach a solution
3. Maintain professional credibility	3.1 Parameters of own behaviour are agreed with Officer in Charge (OIC) or supervising officer 3.2 Parameters of own behaviour are established with community 3.3 Community respect for self and law is maintained through actions undertaken 3.4 Consultation is undertaken with other Aboriginal officers, community elders and OIC in case of serious conflict of cultural norms 3.5 Personal stress is managed by utilising personal and community networks, and departmental facilities 3.6 Cross-cultural difficulties arising with OIC or other police are discussed with other Aboriginal officers to seek possible solutions and are referred to appropriate departmental conflict resolution procedures if direct discussion with the other parties fails to resolve issues

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively
- interact with others effectively
- mentor people as required
- negotiate
- resolve and manage conflict
- solve problems

Required Knowledge

- Aboriginal or Torres Strait Islander culture
- cross-cultural facility
- European culture
- law, policy and procedure
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- establish respect as a police officer from the respective cultures
- display personal and professional development.

Consistency in performance

Competency should be demonstrated over time to ensure the individual is assessed across a wide variety of situations within the workplace.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

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Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Parameters of own behaviour may include:

- Not conveying frivolous or intentionally insulting messages
- Not conveying intelligence concerning the other side's position or behaviour

Fair and non-provocative representations include:

- Ensuring substance of claim or offer is unchanged but is expressed fairly without displaying prejudice or bias

Unit Sector(s)

Not applicable.

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PUAPOLIN001A Assess threat and report risk

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIN002A Produce and manage documents within an intelligence environment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIN003A Produce and review standard intelligence products

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIN004A Manage classified intelligence briefing or presentation

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIN005A Provide intelligence support to an operational response

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIN006A Design, develop and review customised intelligence products

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIV001A Manage police investigations

Modification History

PUAPOLIV001A Release 3: Unit Descriptor revised.

PUAPOLIV001A Release 2: Layout adjusted. No changes to content.

PUAPOLIV001A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to plan, document and allocate resources to manage and review police investigations effectively, in accordance with jurisdictional law, policies and procedures.

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

Application of the Unit

This unit applies to people required to manage a police investigation. It involves planning and implementing strategies for the overall management of an investigation including establishing investigation aims/objectives, assessing risks and security, allocating tasks, selecting appropriate investigation methods and communication strategies, and establishing a case management system. It also requires the management of resources and information/records throughout the investigation and the review of outcomes to inform practice improvements.

The work outlined in this unit would typically be undertaken by a police investigator in a designated investigation role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan investigations	1.1 ***Investigation aims*/*objectives*** are clearly defined to provide operational focus
	1.2 ***Investigation plan*** is prepared which reflects analysis of all available ***factors*** to set directions for the investigation
	1.3 Risk assessments are conducted to identify investigational opportunities and limitations
	1.4 ***Security plan*** is formulated to address the investigation's security requirements
	1.5 Investigatory phases and tasks are prioritised to inform the sequence of activities and to provide for future review of the investigation process
	1.6 Methods to achieve the investigation's aims and objectives are authorised in accordance with organisational policies and guidelines
	1.7 Communication channels are established with appropriate personnel to facilitate contact in the conduct of the investigation
	1.8 ***Case management system*** is initiated to facilitate the planning, resolution and review of the investigation
2. Prepare documentation to support the investigation	2.1 All relevant information is recorded in a timely, chronological and accurate manner and complies with organisational guidelines
	2.2 ***Operational documentation*** is compiled to provide an ongoing reference for operatives and a formal record for evidentiary purposes
	2.3 Security and evidentiary requirements are complied with via ***recording procedures***
3. Coordinate resources	3.1 Available ***resource requirements*** are identified and accessed to support the operation

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Contingency responses are identified that address resource limitations
	3.3 Resource usage is managed effectively to achieve the desired aim
4. Review investigations	4.1 Investigation outcomes are reviewed against the aims and objectives specified in the investigation plan
	4.2 Procedures are reviewed for adherence to organisational policies and guidelines
	4.3 Post investigation procedures are completed to finalise the investigation
	4.4 Review outcomes are disseminated and where relevant used to inform future practice

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply investigation methods and skills
- communicate effectively in writing (prepare investigation plans, tactical plans resource bids etc.)
- communicate effectively orally (listen, establish rapport, negotiate, resolve conflict)
- manage resources (budgetary, human, physical resources and allocation/access)

Required Knowledge

- applicable laws, policies and procedures pertaining to the conduct of investigations within own organisational environment
- available resources which may need to be deployed to support the investigation
- court procedures and evidentiary requirements
- different types of criminal activity and their elements (such as general crime, theft, burglary, assault, drugs, fraud, homicide)
- government and policy environments within which operations will be managed
- investigation principles and case management systems, and range of contexts in which these can be applied
- organisational policies and guidelines (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)

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- security issues and classifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- manage at least two investigations using an investigation plan to direct, manage, monitor and review the investigation.

Consistency in performance

Competency should be demonstrated over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competence in different situations or environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors

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- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Investigations may include:	• Operations • Criminal and/or coronial investigations
Investigation aims/objectives may include:	• Apprehending and arresting offenders • Excluding suspects • Satisfying the coroner and providing material to assist the prosecution's case • Taking the investigation to logical conclusion
Investigation plan may include:	• Actions the investigator may take • Aims of the investigation • Factors that may influence the investigation (such as people involved, evidence to be obtained, points to prove, defences/exculpations) • And may be formal or informal
Factors may include:	• Age • Any information which impacts on the formulation of the investigation plan • Climatic conditions • Cost-benefit analysis Culture or mental capacity of subject/witnesses • Own courses of action • Own resources • Person of interest's likely course/s of action • Person of interest's resources • Political sensitivities • Time • Topography
Security plan may include:	• Any plan to ensure the integrity of the investigation
Case management system:	• Is defined by the organisation's operational practices
Operational documentation may include:	• Affidavits • Briefing notes • Case management system documents • Crime reporting system documents

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	• Declarations of major crime • Incident log • Investigation log • Investigational plans • Joint agency investigation agreements • Memoranda of understanding • Operational orders • Progress reports • Running sheets • Standard operating procedures (SOPs) • Tactical appreciations • Target profiles • Terms of reference • Warrant applications • Material gathered for the purposes of evidence
Recording procedures may include:	
Resource requirements may include:	• Financial • Human • Physical • And may be internal or external in origin

Unit Sector(s)

Not applicable.

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PUAPOLIV002A Conduct police investigations

Modification History

PUAPOLIV002A Release 3: Unit Descriptor revised.

PUAPOLIV002A Release 2: Layout adjusted. No changes to content.

PUAPOLIV002A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to apply police investigation processes in accordance with jurisdictional law, policies and procedures.

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

Application of the Unit

This unit applies to people required to conduct a police investigation in accordance with an already established investigation plan. It involves regular investigation progress reviews, adapting to changing circumstances and briefing/debriefing relevant personnel as required. The unit also covers collecting, securing and analysing relevant information, identifying people relevant to the investigation and developing suspect and subject profiles. In finalising an investigation, this unit requires relevant persons and authorities be advised of investigation outcomes, case management systems updated and relevant documents and exhibits dealt with in accordance with organisational requirements.

The work outlined in this unit would typically be undertaken by a police investigator in a designated investigation role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate operational direction	1.1 ***Investigation*** is conducted in accordance with investigation plan
	1.2 Process of continual assessment is applied to evaluate progress, and new directions are implemented in response to ***unforeseen events***
	1.3 Regular ***briefings and debriefings*** of ***all relevant personnel*** are conducted to ensure the sharing of information
2. Manage information relevant to investigations	2.1 Relevance and reliability of ***information sources*** are assessed in accordance with organisational guidelines
	2.2 Work practices and/or investigative techniques that address ***emerging technologies*** are used to obtain information relevant to the investigation
	2.3 Relevant ***information*** is legitimately analysed, and documented to progress the investigation
	2.4 Evidence from incoming information is controlled in accordance with organisational guidelines
	2.5 All information obtained throughout the conduct of the investigation is assessed to determine relevance
3. Investigate subjects and suspects	3.1 All relevant information is applied to identify and locate ***persons relevant to the investigation*** and to eliminate persons who are not
	3.2 Persons relevant to the investigation are interviewed in accordance with organisational policies and guidelines
	3.3 All organisational ***avenues of inquiry*** and investigative procedures are considered and utilised to identify ***subjects*** and ***suspects***
	3.4 ***Investigation techniques*** are applied, in accordance

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ELEMENT	PERFORMANCE CRITERIA
	with jurisdictional laws, policies, guidelines and established Codes of Ethical/Professional Conduct
4. Develop profiles	4.1 ***Movements*** of profile subjects/suspects relating to the offence are identified and recorded
	4.2 Available information and intelligence is recorded in subject/suspect profiles
	4.3 Risk/threat levels of subjects/suspects contribute to profiles and inform subsequent ***actions***
	4.4 Documented profiles are securely distributed to inform relevant operatives in accordance with organisational policy
	4.5 Profiles are assessed to identify further avenues of inquiry
5. Finalise investigations	5.1 Relevant ***recommendations*** regarding the investigation are developed and forwarded to the ***relevant authorities*** for consideration/implementation
	5.2 Persons relevant to the investigation are advised of investigation outcomes in accordance with organisational policies and procedures
	5.3 ***Case management systems*** are updated to reflect the status of the investigation
	5.4 ***Documents*** and exhibits are managed, developed and forwarded to relevant authorities for consideration/implementation, in accordance with organisational policies and procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply analytical techniques, in particular application of logic and reasoning to identify and select avenues of inquiry and substantiate these choices
- apply investigation methods and skills
- apply operational safety techniques
- communicate in writing (provide clear comprehensive, accurate and chronologically sequenced written documentation)
- communicate orally (listen, establish rapport, negotiate, resolve conflict)
- make decisions and solve problems

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- prepare and submit documents

Required Knowledge

- available resources which may need to be deployed to support the investigation
- case management systems and the range of contexts in which they can be applied
- correct interpretation of all applicable laws, policy and procedures
- court procedures and evidentiary requirements in provision of briefs of evidence for use by the prosecution
- different types of criminal activity and their elements
- ethics, professionalism and cultural diversity
- general background appreciation of pathology
- government and policy environments within which operations will be conducted
- impact of the police role on individuals and groups regarding law enforcement
- investigation principles and the range of investigation techniques available
- legal and ethical considerations in investigations which involve juveniles and indigenous people
- methods and process for subject/suspect identification and profiling
- relevant legislation
- role and functions of other agencies who work with policing in the conduct of investigations
- security issues and classifications

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- conduct investigations on at least two separate occasions in relation to different offences
- developed at least one subject, one suspect and one witness/victim profile
- finalise each investigation with a Brief of Evidence, legal submission, Coronial File or other relevant document.

Consistency in performance

Competency should be demonstrated over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competence in different situations or environments.

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Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when gathering and managing evidence, including coping with difficulties, irregularities and breakdowns in routine. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Investigations may include:	• Criminal and/or coronial purposes • Multi disciplinary approaches
Unforeseen events may include:	• Critical evidence • Withdrawal/reduction of allocated resources, which may be financial, human, physical and may include other agencies, such as: • other police organisations • National Crime Authority • Criminal Justice Commissions

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	• other government departments/agencies • non-government agencies such as financial institutions and insurance companies
All relevant personnel may include:	• Investigation supervisors • Team members
Briefing and debriefings may be:	• Formal or informal • Written or verbal
Information sources may include:	• Internal/external agencies • Suspects • Surveillance provided by self or from other legitimate sources • Witnesses/victims/human sources
Emerging technologies may include:	• Internet • Listening devices • Mobile technologies • New information communications technologies • New systems • Telecommunications • Telephone intercept technology
Information may be utilised in relation to:	• Identification of data collection plans • Information analysis • Linking of information • Task allocation
Persons relevant to the investigation may include:	• Complainant/s • Coroners • Defence forces • Embassies • Immigration Department • Legal representatives • Next-of-kin • Neighbours • Police pathologists • Suspect • Victims (individuals and/or companies) • Witnesses • Other non-police agencies
Avenues of inquiry may include:	• Financial practicalities • Human and legal constraints • Physical
Subjects may include:	• Locations

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	• Places • Premises • Vehicles • Vessels
Suspects may include:	• Person/s of interest in relation to the commission of the offence (or involved in the commission of the offence)
Investigation techniques may include:	• Computer interrogation/data retrieval • Doorknocks • Forensic examination/analysis • Human sources • Internet • Listening devices and other covert surveillance techniques • Search and search warrants • Telecommunications • Using other sources of information such as media • Other emerging technologies
Movements may be determined by:	• Analysis of known habits • Analysis of physical evidence • Database inquiries • Direct evidence from witnesses • Reconstructions • Time and movement analysis
Actions may include:	• Arrest • Caution • Closing report • Coronial reports • Forfeiture of assets • Investigation techniques • Summons
Recommendations may include:	• Changes to law • Legal advice • Policy and procedures of both internal and external agencies
Relevant authorities may include:	• External (prosecutorial agencies or specialist service providers) • Internal (supervisors/commanders)
Case management system:	• Is defined by the organisation's operational practices
Documents may include:	• Briefs of evidence • Coroner's files

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- Legal documents
- Preparation of reports
- Requests for direction
- Search warrants
- Summons/warrants

Unit Sector(s)

Not applicable.

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PUAPOLIV003A Manage incident scenes

Modification History

PUAPOLIV003A Release 3: Unit Descriptor revised.

PUAPOLIV003A Release 2: Layout adjusted. No changes to content.

PUAPOLIV003A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to appreciate, control and coordinate incident scenes to obtain and secure all available evidence to assist investigations, in accordance with jurisdictional law, policies and procedures.

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

Application of the Unit

This unit applies to people required to assess, control and coordinate the investigation of an incident scene in a policing context.

Incident scenes provide useful information and evidence to support investigations. The proper management of an incident scene is critical to the investigative process and can influence outcomes, particularly where prosecutions are involved.

Proper incident scene assessment requires the identification of primary and secondary scenes, the treatment of risks and consideration of tactical factors that may influence the preservation of life, property and evidence. To preserve evidence control must be established at the incident scene by defining scene boundaries, tasking police and support personnel, recording all activities, supporting victims and exercising control over all persons present. Scene investigation requires coordinating interviews with relevant people, recording and handling evidence/exhibits for continuity and using support personnel to identify and gather evidence.

The work outlined in this unit would typically be undertaken by a police investigator in a designated investigation role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess incident scenes	1.1 Primary and secondary ***incident scenes*** are identified to establish resource needs within the incident scene assessment
	1.2 ***Risk factors*** affecting the incident scenes are identified and managed
	1.3 Preservation of life, property and evidence are prioritised in the assessment of the incident scene
	1.4 ***Tactical factors*** and resulting priorities are identified to assist decision making/subsequent action
2. Control incident scenes	2.1 To support subsequent lines of inquiry, all activities at the incident scene are ***recorded*** in accordance with organisational guidelines
	2.2 Boundaries of the incident scene are established and secured to prevent contamination of prospective evidence/exhibits
	2.3 Persons are supported and referred to relevant support agencies in accordance with organisational requirements
	2.4 ***Suspects are controlled*** in accordance with organisational policies and procedures
	2.5 ***Persons at the incident scene*** are ***controlled*** to safeguard their welfare and prevent contamination of the scene
	2.6 ***Personnel*** are coordinated to manage the incident

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ELEMENT	PERFORMANCE CRITERIA
	scene
	2.7 Potential evidence/exhibits are preserved to prevent contamination
3. Coordinate incident scene investigations	3.1 Persons relevant to the incident scene are identified and interviewed to determine possible avenues of inquiry and offences/defences
	3.2 Information collected is assessed and used to initiate investigative action
	3.3 Evidence/exhibits at incident scene/s are identified and recorded prior to examination to ensure continuity
	3.4 Evidence/exhibits are processed in accordance with organisational requirements to maintain continuity and integrity
	3.5 Incident scene investigations are managed to preserve life, property and evidence, to minimise disruption and to ensure compliance with operational safety guidelines
	3.6 ***Support services*** are utilised to investigate incident scene

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse situations and make decisions
- apply operational safety techniques
- communicate (listen, question) and negotiate when questioning witnesses and controlling persons in the vicinity of the incident scene
- handle exhibits and preserve continuity of evidence
- manage resources and time
- manage witnesses and in doing so, demonstrate ethical behaviour and cultural awareness
- solve problems in responding to a range of incident scene contexts
- use specialised investigatory equipment such as fingerprinting equipment, computer software, photographic equipment etc.

Required Knowledge

- government and policy context in which incident scenes are managed and

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investigated, and all relevant law, policies and procedures
- judicial and evidentiary requirements and organisational processes for the collection, preservation and continuity of exhibits
- range of investigation techniques
- range of support services available to assist investigators in managing incident scenes, in particular forensic services
- roles and functions of other agencies in managing incident scenes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- manage at least two incident scenes to ensure the accurate assessment, preservation and collection of evidence and exhibits at the scene.

Consistency in performance

Competency should be demonstrated over time in a range of contexts to ensure the person can achieve the outcome and apply the competence in different situations or environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or

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in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Incident scenes may be:	• Primary (where the offence actually took place) • Secondary (where any physical evidence leading to establishment of the incident is located)
Risk factors may include:	• Factors at the incident scene that could impact on: • safety of investigators • security/preservation of the actual site • security and preservation of situational evidence
Tactical factors may include:	• Access to scene • Availability of support services • Boundaries • Chronology of events • Number of persons at scene • Those which affect the quality of the investigation and may include environmental circumstances
Recording activities at the incident scene may include:	• Digital imaging technology • Exhibit logs • Photography • Receipts and personnel movement • Running sheets • Video
Suspects may be controlled by:	• Advising of rights • Apprehension • Search • Securing • Separation
Persons at incident scenes	• Coroners • Incident scene specialists and forensic experts

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may include:

- Forensic accountants
- Information technology consultants
- Legal officers
- Media
- Medical practitioners
- Offenders
- Other bystanders
- Pathologists
- Police and other public safety agency personnel
- Suspects
- Undertakers
- Victims
- Witnesses

Control may include:

- Isolate and search
- Group
- Muster
- Secure
- Segregate
- Task

Personnel may include:

- Personnel from other agencies
- Police
- Specialist support
- Any other person deemed necessary to assist in the management of the incident scene

Support services may include:

- Coroner
- Document examiners
- External agencies
- Financial organisations
- Handwriting experts
- Incident scene specialists such as pathologists
- Information technology consultants
- Forensic accountants
- Forensic investigators
- Government medical officers
- Interpreters
- Legal officers
- Technical services
- Undertakers

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Unit Sector(s)

Not applicable.

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PUAPOLIV004A Conduct investigative interviews

Modification History

PUAPOLIV004A Release 3: Unit Descriptor revised.

PUAPOLIV004A Release 2: Layout adjusted. No changes to content.

PUAPOLIV004A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to plan, conduct, record and review interviews during investigations, in accordance with organisational policies and procedures.

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

Application of the Unit

This unit applies to people required to plan, prepare, conduct and review interviews for investigative purposes with a variety of people including victims, suspects and witnesses.

Investigative interviewing is the questioning of victims, witnesses and suspects to obtain complete, accurate and reliable information to discover the truth about the matter under investigation.

The unit requires the application of appropriate communication skills and interviewing techniques to illicit information in compliance with organisational requirements. This unit also requires the evaluation of the interview process to improve future performance and to inform the direction of an investigation.

The work outlined in this unit would typically be undertaken by a police investigator in a designated investigation role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan interview	1.1 ***Type of interviewee*** is established to determine interview approach 1.2 ***Interview plan*** is developed in accordance with ***organisational requirements*** 1.3 ***Venue*** and timing for interview are selected to achieve interview aims and objectives 1.4 ***Information relevant to the interview*** is gathered and analysed to inform the plan 1.5 ***Points of proof*** for potential offences and possible defences are reflected in the plan 1.6 ***Recording methods*** are selected and equipment to conduct the interview is prepared 1.7 ***Exhibits*** necessary to conduct the interview are obtained and handled to ensure security and continuity 1.8 ***Interview strategies*** are selected to achieve interview aims and objectives 1.9 Role of ***assisting interviewer***, where appropriate, is clarified with that person
2. Conduct interview	2.1 Interview is conducted in accordance with legislative requirements and organisational policies and guidelines 2.2 Questions are communicated in the interview that reflect fairness, objectivity and impartiality to the interviewee 2.3 ***Condition*** of the interviewee is continually assessed

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ELEMENT	PERFORMANCE CRITERIA
	throughout the interview to establish ***competence***
	2.4 Interview procedures are employed in consideration of ***interviewee's status***, welfare and safety
	2.5 Appropriate ***safeguards*** are applied according to the status of the interviewee
	2.6 ***Allegations of unethical behaviour*** are responded to in accordance with organisational policies and guidelines where applicable
	2.7 Additional information is gathered through the interview process with regard to other matters where applicable
	2.8 Exhibits are introduced at an appropriate time during the interview and handled to ensure security and continuity are maintained
3. Use appropriate interview techniques	3.1 Rapport is established with interviewee to enhance communication
	3.2 Range of ***interview techniques and communication methods*** are employed to engage interviewee
	3.3 Selected interview strategies are regularly reviewed and modified to adapt to ***changing circumstances***
	3.4 Interview plan and logical line of questioning are followed during interview process
	3.5 Each point of proof and possible defences for the matters being investigated are covered during questioning
	3.6 Assisting interviewer is utilised to assist where applicable
4. Conclude interview	4.1 Information gathered during interview is summarised to provide the interviewee with an opportunity to confirm, alter or add information
	4.2 Interview is ***closed*** in accordance with jurisdictional and organisational requirements
5. Evaluate interview	5.1 Interview is reviewed to determine ***further action*** in relation to new information obtained during the interview
	5.2 All available evidence is assessed against information obtained during interview to verify or amend the direction of the investigation
	5.3 ***Own performance*** during interview is reviewed to identify areas for improvement
6. Record interview	6.1 Recording equipment is checked where appropriate to ensure working order prior to and during

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ELEMENT	PERFORMANCE CRITERIA
	interview
	6.2 Recording methods specified in interview plan and organisational guidelines are followed
	6.3 Alternative recording methods are used when a change in circumstances occurs
	6.4 ***Characteristics***, ***responses and behaviour of interviewees*** during the interview are recorded as appropriate
	6.5 ***Special arrangements***, ***requests and activities*** not directly related to the interview are recorded to comply with legal and ethical obligations
	6.6 Required ***post-interview procedures*** are completed to comply with legal, judicial and security requirements

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse situations and think logically
- apply operational safety techniques
- communicate in writing (prepare interview documentation and records of interview)
- communicate orally (listen, probe, reflect, establish rapport, negotiate, resolve conflict)
- identify when a person has an intellectual disability, is intoxicated, has a mental or physical impairment (either permanent or temporary)
- make decisions and solve problems
- manage computer information
- manage interviewee and in doing so, demonstrate ethical behaviour, cultural awareness and integrity
- organise and manage time effectively
- use recording equipment

Required Knowledge

- agency goals and objectives
- approaches to addressing unusual circumstances during the interview
- available recording methods and use of recording equipment
- different types of criminal activity and their elements (such as general crime, theft, burglary, assault, drugs, fraud, embezzlement, homicide etc.)

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- government and policy environments within which interviews will be managed and factors which may impact on interviews
- intelligence and interviewing
- interview techniques and points of proof, in particular legal and ethical considerations, in conducting interviews which involve youth, indigenous people, disciplinary matters
- post-interview procedures
- procedures for the utilisation of interpreters
- relevant law (including the rules of evidence), policies and procedures
- security issues, classification criteria

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- plan, conduct and review interviews with at least two suspects and two witnesses/victims in accordance with organisational policies and procedures.

Consistency in performance

Competency should be demonstrated over time in a range of contexts to ensure the person can achieve the outcome and apply the competence in different situations or environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

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Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Type of interviewee may include:	• Adult • Child • Complainant • Cooperative • From a culturally diverse background • Intimidated • Suspect • Uncooperative • Vulnerable • Witness
Interview plan:	• May be formal • May be informal • Provides a framework to base the line of questioning within an interview • Should be adaptable to change as required • Should consider interview aim, topics to be covered, points to prove or possible defences (where applicable), known evidence and exhibits to potentially use during the interview
Organisational requirements may include:	• Organisational policies and procedures relating to: • interviewing • investigations • taking statements • obtaining physical evidence

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Interview venue may include:	• Field (public places, street, car, private dwellings) • Police station
Information relevant to the interviews may include:	• All information about the person being interviewed and the matter under investigation
Points of proof may include:	• Admissibility • Corroboration • Criminal intent • Elements • Evidence
Recording methods may include:	• Audio • Hand written • Type written • Video and audio
Exhibits may include:	• Relevant documentary and/or physical materials gained as a result of investigations
Interview strategies may vary but may require consideration of:	• Avoidance of cross-examinations • Exclusion of leading questions • Location • Method (direct questioning, empathetic questioning) • Person being interviewed • Strategies for developing rapport • Timing
Assisting interviewer may be:	• Aide or assistant to the interviewer who may or may not be part of the same organisation as the interviewer but is impartial and is not a subject of the investigation
Condition may include:	• Age • Behaviour • Intoxication (alcohol or drugs) • Mental health • Physical injury
Competence provides for:	• Ability of the interviewee to: • take part in the interviewee • understand the nature of the interview • understand the questioning within the interview
Interviewee's status may include:	• Age • Disability • Ethnicity • Gender • Race

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Safeguards may include:	• Any requirements as imposed by legislation, policies or procedures that affect the methods or manner of the interview, such as the right to silence or the presence of a legal representative or other support person
Allegations of unethical behaviour may include:	• Acts of misconduct • Coercion • Disregard for standard operating procedures (SOPs) • Duress • Inducements • Legislative requirements • Physical abuse • Promises • Threats • Unfair representation
Interview techniques and communication methods may include:	• Avoiding interruptions • Clarification of responses • Cognitive interviewing (including free recall) • Conversation management • Conversational style • Echoing • Free recall • Maintaining control • Open questioning • Pausing • Probing • Verbal and non-verbal communication
Changing circumstances may include:	• Allegations of misconduct • Demeanour of interviewee • Equipment failure • Information disclosed • Interviewee request • Refusal to answer questions
Closing the interview may include:	• Complying with legislation, policy or procedure • Considering if interview aims as determined in the interview plan have been achieved • Considering if the interviewee has provided all the information that they are able and willing to provide • Determining that all intended questions are covered • Explaining to interviewee any requirements following the interview • Where appropriate, providing copies of statements

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	or recordings
Further action may include:	• Arrest • Bail • Charge • Further investigation • No further action • Release
Own performance during an interview may be evaluated by:	• Considering the effectiveness of the interview in terms of planning and preparing for the interview, conducting the interview, and reflecting upon: • what was done well • what could have been done better • what areas can be developed • how to acquire these skills
Characteristics, responses and behaviour of interviewees may be influenced by:	• Age • Demeanour • Disability • Dress • Ethnicity • Gender • Non-verbal responses to questions • Race
Special arrangements, requests and activities may include:	• Medical attention • Refreshments • Seeing superiors • Telephone calls • Toilet breaks • Visitors
Post-interview procedures may include:	• Explaining future process to complainants and witnesses • Processing of offender • Tape management security • Tape transcription where applicable, copy of tape or statement to interviewee

Unit Sector(s)

Not applicable.

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PUAPOLIV005A Coordinate multi-agency investigations

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIV006A Lead major crime investigations

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIV007A Lead a major investigation review

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIV008A Lead crime reduction and-or prevention strategies

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIV009A Manage physical evidence

Modification History

PUAPOLIV009A Release 3: Unit Descriptor revised.

PUAPOLIV009A Release 2: Layout adjusted. No changes to content.

PUAPOLIV009A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to manage physical evidence within an investigation process.

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

Application of the Unit

The correct management of physical evidence is a critical skill for investigators. This unit addresses the knowledge and skills required to detect, seize and effectively handle physical evidence in a compliance context. It requires the identification and preservation of physical evidence including dealing with associated hazards, and the recording, collecting, labelling and appropriate storage of evidence in a way that maintains its continuity and integrity. It also requires recording evidence movements and the return, disposal or retention of evidence in accordance with organisational requirements.

This unit is not intended to cover the recording and collection of physical evidence by forensic specialists, which is covered by PUAPOLFC003B Detect, record and collect physical evidence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Detect physical evidence	1.1 ***Physical evidence*** relevant to the investigation is identified using appropriate ***investigative methods***
	1.2 Action is taken to preserve physical evidence in its original state and to prevent contamination
	1.3 ***Hazards associated with physical evidence*** are dealt with in accordance with occupational health and safety (OH&S) and organisational guidelines
2. Seize physical evidence	2.1 Identified physical evidence is ***recorded*** in accordance with ***organisational guidelines and requirements***
	2.2 Legislative requirements are complied with when physical evidence is ***seized***
	2.3 Identified physical evidence is ***labelled*** and ***packaged***/***secured*** to ensure continuity and integrity
3. Control physical evidence	3.1 Physical evidence is ***stored*** in accordance with organisational guidelines to maintain continuity and prevent degradation and contamination
	3.2 Movement of physical evidence for ***investigative purposes*** is recorded in accordance with legislative and organisational guidelines
	3.3 Return, disposal or retention of physical evidence is facilitated in accordance with organisational requirements

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

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Required Skills

- apply public sector standards and legislation such as OH&S and environment in the context of gathering and managing evidence
- communicate with people from diverse backgrounds
- liaise and negotiate
- make comparisons and exercise judgement about facts in written materials
- organise evidence
- respond appropriately to diversity, including gender and disability
- solve problems
- write reports using formal structures and language

Required Knowledge

- document management systems
- equal employment opportunity, equity and diversity principles
- evidence legislation relevant to the jurisdiction
- exhibit management principles
- legislation which contains the offence/s under investigation
- organisational policies, guidelines and regulations (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- public sector legislation such as OH&S and environment relating to gathering and managing evidence
- rules of evidence relevant to the jurisdiction

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- gather and manage evidence in a range of contexts or occasions (at least two) over time.

Consistency in performance

Competency should be demonstrated over time in a range of contexts to ensure the person can achieve the outcome and apply the competence in different situations or environments.

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Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered when gathering and managing evidence, including coping with difficulties, irregularities and breakdowns in routine. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	This unit may be assessed with the following unit/s: • PUAPOLGD009A Manage involvement in the judicial process • PUAPOLIV002A Conduct police investigations. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Physical evidence may include:	• Documents and/or information received/requested from other organisations (enforcement or other) • Electronic or digital data/images • Individual items of evidence that could be presented

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	to a court • Items located during a search or search warrant • New evidence which results in reopening an investigation • Photographic or video • Physical exhibits located at the scene of a crime or incident • Real, oral, computer data or documentary • Records (electronic, digital or written) of the seizure or recovery of exhibits or other items • Relevant documentary and/or physical materials gained as a result of investigations • Requirements identified in an evidence guide or evidence matrix
Investigative methods may include:	• General (examination of scene or incident, public inquiries, human sources/witness inquiries, internal or external agencies, searches and search warrants) • Specialised (technical skills, covert policing, surveillance, forensic examination or analysis, document analysis, electronic data examination and retrieval)
Hazards associated with physical evidence may include:	• Consideration with respect to handling, collection and/or storage • Factors at the scene or incident that could impact on the safety of investigators, security or preservation of the scene, and the security and preservation of evidence • Physical nature of any specific item of evidence
Organisational guidelines and requirements may include:	• Ethical and conduct standards • Jurisdictional procedures manuals • Judicial standards which must be followed in evidence collection to ensure the continuity of possession and admissibility of the evidence • Relevant commonwealth/state/territory legislation and guidelines
Recording identified physical evidence may include:	• Audio or video recording • Digital imaging • Notes • Photographs • Sketches • Use of other appropriate emerging technologies
Seizing physical evidence may include:	• Acquisition through legislative or common law powers • Voluntary submission

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Labelling physical evidence may include:	• Date • Details of person/s giving the evidence • Location • Person/s collecting the evidence • Time
Packaging/securing physical evidence may include:	• Guarding a scene or exhibit • Placing in an appropriate receptacle • Sealing • Taping
Storing physical evidence may include:	• Completing relevant documentation, including forms and registers • Holding evidence in a place appropriate to its nature (such as size, consistency, need for refrigeration) • Treating evidence in a way to minimise contamination or degradation
Investigative purposes may include:	• Disposal • Identification purposes • Presentation in court proceedings • Referral during interview • Testing/analysis

Unit Sector(s)

Not applicable.

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PUAPOLIV010A Conduct criminal legal research within a policing context

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLIV011A Manage information within specialised policing functions

Modification History

PUAPOLIV011A Release 3: Unit Descriptor revised.

PUAPOLIV011A Release 2: Layout adjusted. No changes to content.

PUAPOLIV011A Release 1: Primary release.

Unit Descriptor

This unit covers the competency required to gather, collate, analyse, store and disseminate information within a variety of specialised operational policing functions/roles.

This unit does not cover managing information associated with the intelligence function.

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

Application of the Unit

The application of this unit in the workplace addresses the knowledge and skills to be able to manage information within a specialised policing context. Individuals will be able to apply the skills and knowledge within various policing functions and environments.

The unit supports the collection, collation, analysis and evaluation of information that may be of a sensitive nature. The protection of the integrity and security of the information is also covered in this unit. Police officers will also develop inferences after the interpretation of information and produce written reports in this regard.

The competence specified in this unit would typically be required by police officers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect information	1.1 ***Information sources*** are established and ***managed*** to maximise the availability of information prior to, during and after the operation
	1.2 Information requirements are clearly communicated to collectors to focus the gathering of relevant information
	1.3 Appropriate collection techniques are applied to information sources
	1.4 ***Specialist information systems*** are accessed in accordance with agency guidelines
	1.5 Collected information is registered, ***recorded and stored*** for future access and retrieval
	1.6 Information gaps are identified and addressed to improve operational response
2. Protect the integrity and security of information	2.1 Legislative, policy and environmental factors are considered and addressed in the management of information
	2.2 Information is entered into organisational recording system ensuring the security and integrity of information
	2.3 Strategies, systems and procedures are developed and implemented to ensure the security and integrity of information
	2.4 Existence of internal control procedures is ensured in accordance with organisational policies and guidelines
3. Collate information	3.1 ***Collation methods*** relevant to ***operational circumstances*** are identified and applied
	3.2 Effectiveness of collation is ***evaluated*** and methods

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ELEMENT	PERFORMANCE CRITERIA
	are amended as required to provide relevant summary data
	3.3 Organisational administrative requirements are complied with
4. Evaluate information	4.1 Source of information is evaluated to determine reliability and associated risk
	4.2 Information gathered is evaluated to determine operational relevance
	4.3 Existing information is regularly subjected to ***re-evaluation*** to determine currency
	4.4 Invalid and/or irrelevant information is removed from further processing in accordance with agency guidelines
5. Analyse and interpret information	5.1 Variety of appropriate ***thinking processes*** is applied to information
	5.2 Consistency of interpretations/inferences with available data is ensured
	5.3 Interpretations made are relevant to ***critical issues***
6. Develop inferences	6.1 Possible interpretations are subjected to ***testing***
	6.2 Possible interpretations are subjected to ***refinement and consolidation***
	6.3 ***Sound inferences*** are formulated from tested interpretations
	6.4 Assessment is prepared identifying relationship between data developed and probable interpretations
	6.5 Sound recommendations are developed to provide direction to the operation
7. Produce written report	7.1 Intended recipients are identified and expectations are negotiated to provide relevant information
	7.2 ***Written report protocols*** are followed in accordance with agency guidelines
	7.3 Written report format, tone and language are specific to client need and/or operational circumstances
	7.4 Report content is accurate and written in a concise and logical manner
	7.5 Written report is presented in a ***professional manner***
	7.6 Written report is disseminated to intended recipients in a timely manner
8. Obtain feedback from clients and operational units	8.1 Lines of communication for ***feedback*** are established and maintained to review performance
	8.2 Feedback on products and dissemination methods is

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ELEMENT	PERFORMANCE CRITERIA
	actively sought to review performance
	8.3 Feedback is acknowledged, recorded and ***appropriate action*** is taken to review performance

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- collect, record, collate, analyse, evaluate and disseminate information
- communicate effectively orally and in writing
- conduct formal and informal briefings and debriefings
- delegate
- manage time effectively
- network
- plan and organise information activities
- solve problems
- think laterally

Required Knowledge

- dissemination and security
- freedom of information and privacy legislation
- information analysis and interpretation processes
- information collation/recording and dissemination processes
- jurisdictional laws
- organisational/agency information management principles/techniques and systems
- policies and procedures related to information gathering
- recording
- storage

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence

Assessment must confirm the ability to:

- ensure the integrity and security of information

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required to demonstrate competency in this unit	• accurately analyse and interpret information. **Consistency in performance** Competency should be demonstrated over time and across a range of simulated or actual workplace activities.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed over time in a range of actual or simulated workplace environments. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Information sources may include:	• Agents and operators both private and commercial • Departmental sections • Informants • Government departments and other agencies • Members of the public • Other police officers

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	• Professional associations and event organisers • Specialist and public information systems/databases • Victims • Volunteer organisations • Witnesses
Managing information sources may include:	• Compliance with organisational legal and policy constraints • Identification • Monitoring • Ongoing maintenance and evaluation of sources of information • Recording
Specialist information systems could include:	• Australian Bureau of Criminal Intelligence (ABCI) • For search and rescue, this may also include COSPAS-SARSAT and similar satellite systems, the Australian Ship Reporting System (AUSREP) and/or similar systems • Interpol, National Crime Authority • National Exchange of Police Information (NEPI) system • Organisational information systems (such as COPS. in NSW) • Other government/non-government information services/databases
Recorded and stored include:	• Documents • Electronic or manual storage • Files • Filing cabinets/compactus • Information recording systems such as computers, audio/video tape, photographs • Operational logs • Running sheets/logs including charts/overlays • Statements
Collation methods may include:	• Categorising • Comparing • Covert and overt • Cross-referencing information collected • Electronically transmitted data and written correspondence • Interviews - face-to-face, radio, telephone • Linking • Surveillance • Validating

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Operational circumstances may include:	• Visual observations • Availability of resources • Environmental • Financial • Geographical operational areas • Technological • Timeframes
Evaluating effectiveness of collation may include:	• Accuracy • Consideration of issues of credibility • Pertinence • Reliability • Validity
Re-evaluation means:	• Subjecting existing information to evaluation processes in the light of new information received
Thinking processes may include:	• Creative • Critical • Lateral • Reasoning that is deductive (hypotheses testing - gathering and interpreting raw data, identifying patterns or trends and testing them)
Critical issues may include:	• Environmental • Medical • Physiological • Timeframe for survival
Testing of interpretations must be:	• Balanced • Logical • Objective and comprehensive to be considered appropriate • Sceptical • And may involve critical evaluation, logical reasoning or additional data collection
Refinement and consolidation of interpretations involves:	• Additional testing • Re-evaluation • Reformation or other activities aimed at confirmation to a strong degree of probability
Sound inferences may include:	• An assessment being written • Formal or informal • Interpretations that are probable • Predictions • Sound recommendations that address both strategic and tactical issues • Verbal

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Written report protocols may include:	• Authorship • Covering reports (overview of operation, recommendations, attachments) • Dissemination/circulation schedules • Initial advice forms • Media release details where relevant • Messaging systems • Operational running sheets/logs, progress to date/current position, difficulties/issues
Written reports may include:	• Briefing papers • Information report • Judicial and coronial • Ministerial • Operational • Strategic • Tactical
Professional manner may include:	• Labelling of attachments • Paragraphing • Page layout • Using correct grammar and spelling
Feedback may be:	• Formal or informal • Oral or electronic • Written
Appropriate action may include:	• Examining and/or amending present and future methodologies • No action • Only responding to feedback

Unit Sector(s)

Not applicable.

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PUAPOLMG001A Supervise police operations

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMG002A Supervise police response

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMG003A Manage risk in a policing environment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMG004A Manage media requirements

Modification History

PUAPOLMG004A Release 3:	Unit Descriptor revised.
PUAPOLMG004A Release 2:	Layout adjusted. No changes to content.
PUAPOLMG004A Release 1:	Primary release.

Unit Descriptor

This unit covers the competency required to develop a media strategy and to manage the media.

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

Application of the Unit

The application of this unit is relevant for search and rescue coordinators in relation to an incident/s requiring media involvement.

The application of this unit is also relevant for workplace personnel as part of their ongoing liaison with the media in accordance with organisational policies and procedures regarding communication with the media.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess scene and/or organisational requirements	1.1 ***Organisational protocols*** are followed when ***liaising with the media***
	1.2 Restricted and/or special access areas are clearly defined to media personnel to safeguard the operation and to prevent contamination of evidence where relevant
	1.3 Media access to personnel/volunteers/victims/casualties is controlled as appropriate
	1.4 Operational responsibilities and provision of information to media is assessed in accordance with organisational policies and procedures
2. Develop media strategy	2.1 Media plan is used to form the media strategy
	2.2 Arrangements are made to meet ***media requirements*** in accordance with incident characteristics, current developments and ***organisational and legal requirements***
	2.3 Organisational media representative is selected and briefed according to availability, knowledge of incident, media presence and role played in the incident, as appropriate
	2.4 Media briefing area is allocated with required resources where possible
	2.5 Media cooperation is gained in order to coordinate information flow and to ***provide information to the public*** on matters of safety and public interest
	2.6 Media strategy is changed at any time to suit operational demands and/or level of incident
	2.7 Approval is gained for information releases where appropriate
	2.8 Information briefing sessions and tours are scheduled at appropriate times in line with operational responsibilities and media requirements
	2.9 Media personnel and VIP are provided with

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ELEMENT	PERFORMANCE CRITERIA
	occupational health and safety clothing where appropriate
3. Provide information to media	3.1 Organisational protocols are followed when liaising with the media
	3.2 Provision of current developments of incident by organisational media representative is ensured where appropriate
	3.3 Interview and photo opportunities are scheduled and conducted to provide information where appropriate
	3.4 Other organisations are consulted with at the incident to ensure a consistent presentation of information to the media
	3.5 Accurate records of media enquiries and interviews are maintained
	3.6 Two-way communication process between organisation and media is maintained
4. Promote the organisation via the media	4.1 Work and achievements of organisation, volunteer and/or other organisational personnel at incident are promoted to assist in maintaining morale and public profile
	4.2 Professional standards of the organisation and support for victims and others affected by the incident are reflected through own demeanour and presentation where relevant

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- attend to detail
- communicate facts in a fluent, clear and interesting manner
- conduct press conferences and group interviews
- liaise with media and other organisational personnel
- make media presentations
- retain professionalism under duress
- show empathy with victims and operational personnel
- undertake public speaking as required

Required Knowledge

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- current practices for media liaison
- newsworthiness of information
- organisational and legal requirements relating to confidentiality, libel, accuracy, discrimination
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- requirements of different media: newspapers, magazines, radio, television
- requirements of local versus regional versus national media
- requirements of media to present information in a newsworthy/entertaining manner
- role of media in disseminating information

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- manage media to ensure integrity of information being disseminated

communicate organisation's message accurately and in a professional manner in accordance with relevant jurisdictional policies and procedures.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or an environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered in the workplace, including coping with difficulties, irregularities and breakdowns in routine.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter

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supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisational protocols may include:	• Acknowledging support of other organisations • Ensuring media liaison person is fully briefed and prepared • Limiting comments on role of own service • Organisational policies and procedures • Personal presentation being as neat as possible considering the operational circumstances • Relevant federal and state/territory legislation and regulations • Seeking advice from headquarters where appropriate
Liaising with the media may include:	• Electronic • Print (local, community, daily newspapers, magazines) • Radio (live or pre-recorded) • Relevant websites • Television (live or pre-recorded)
Media requirements may include:	• Access for crew and equipment • Bilingual briefing • Community, commercial, government-owned media • Facsimiles • Food

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	• Human interest interviews and stories • Individual requests from media personnel • Interviews with particular personnel • News angles • Newsworthiness • Onsite interviews • Photographic/film opportunities • Personal protective equipment • Power outlets • Print, radio, television • Shelter • Technical and other requirements of local, regional and national media • Technical, such as lighting and sound • Telephones
Information which needs to be provided to the public may include:	• Danger zones • Emergency hotlines • Evacuation details • Facility closures • Road closures • Warnings • Persons police are seeking to interview • Public information/assurance
Organisational and legal requirements may include:	• Confidentiality • Operational priorities • Public safety • Relating to occupational health and safety
Organisational requirements for press conferences may include:	• Currency of information • Need for public assistance • Operational requirements • Policies and procedures

Unit Sector(s)

Not applicable.

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PUAPOLMG005A Promote workplace diversity

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMG006A Plan and organise work unit plans

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMG007A Contribute to policy formulation and revision

Modification History

PUAPOLMG007A Release 3:	Unit Descriptor revised.
PUAPOLMG007A Release 2:	Layout adjusted. No changes to content.
PUAPOLMG007A Release 1:	Primary release.

Unit Descriptor

This unit covers the competency required to participate effectively in the formulation and revision of organisational policy.

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

Application of the Unit

This unit applies in instances where policy is to be formulated or revised. This unit supports the contribution of an individual to this policy formulation and revision process.

The unit embeds a solid understanding of relevant legislation, policies and procedures in the workplace in order to provide guidance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Revise and formulate policy	1.1 Effectiveness of existing policies, legislation and guidelines is evaluated and the requirements for ***policy development*** are identified 1.2 Policy development activities required by the organisation are undertaken 1.3 Consideration of all ***relevant issues*** is reflected in participation in policy development activities
2. Contribute to policy promotion and implementation	2.1 Role and responsibility of the organisation to government and the community are used to form the basis of decision making 2.2 Advice is provided when required on implementation of the organisation's policies 2.3 Detailed knowledge of the legislation and regulatory framework is applied to work activities 2.4 Activities which assist in clarifying and promoting policy issues are identified and undertaken
3. Provide guidance on application of relevant legislation, policies and procedures in the workplace	3.1 Personnel are advised of the relevant acts, regulations, policies and guidelines which affect them 3.2 Relationship between the organisation's policies and guidelines and workplace procedures is assessed for continuing relevance 3.3 Breaches and inconsistencies in applying guidelines are reported or dealt with as required by the organisation

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply legislation and guidelines to organisational strategies and work practices

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- assess relevance of policies
- communicate in a group setting
- identify and analyse trends
- provide advice

Required Knowledge

- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- policy development, strategies and processes
- procedures for dealing with breaches of guidelines
- relevant legislation, regulations, policies and guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- apply knowledge and understanding of relevant acts, regulations, policies and guidelines
- communicate to, and participate with, senior management in the policy review, formulation and implementation processes.

Consistency in performance

Competency should be demonstrated over time in a range of policy formulation and review contexts.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed over time in a range of actual or simulated workplace environments.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

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Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Policy development may include:

- Operational policies
- Organisational policies
- Plans
- Service-wide policies

Relevant issues may include:

- Cultural
- Economic
- Organisational
- Political
- Social

Unit Sector(s)

Not applicable.

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PUAPOLMG008A Manage working relationships

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP001A Apply first aid for police horses

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP002A Care for police horses

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP003A Assess conformation and movement of police horses

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP004A Handle police horses safely

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP005A Maintain health and safety of police horses

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP006A Prepare and transport police horses

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP007A Ride and exercise police horses in training

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP008A Perform mounted police flat riding skills

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP009A Perform mounted police jumping skills

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP010A Perform mounted police crowd management duties

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP011A Perform mounted police ceremonial duties

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP012A Perform mounted drill

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP013A Perform mounted police operational patrol duties

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP014A Demonstrate horse riding skills for police duties in tracked or wilderness areas

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP015A Perform mounted police cross country skills

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLMP016A Perform mounted police vaulting skills

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLNG001A Use and maintain specialised equipment to support police response

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLNG002A Perform negotiations

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLNG003A Manage teamwork at significant events

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLNG004A Use communication, counselling and de-escalation techniques

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLPP001A Perform close personal protection operation

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLPP002A Plan a close personal protection operation

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLPP003A Manage a close personal protection operation

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact www.anzpaa.org.au http://www.anzpaa.org

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLPP004A Drive close personal protective vehicles

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLPR001A Utilise the Rules of Evidence

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLPR002A Conduct legal research

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLPR003A Conduct a pre hearing mention

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLPR004A Conduct mention duties

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLPR005A Manage effective customer service in a police prosecutor's environment

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLPR006A Conduct a hearing

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLSU001A Plan a surveillance operation

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLSU002A Communicate in a surveillance environment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLSU003A Perform foot surveillance

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLSU004A Perform mobile surveillance

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLSU005A Take covert suveillance images

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLSU006A Perform static surveillance

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLSU007A Maintain operational security in a covert environment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLSU008A Perform covert surveillance utilising camouflage and concealment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLSU009A Utilise electronic tracking systems

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLTF001A Perform crew cockpit duties

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLTF002A Conduct search and rescue operations using aircraft

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLTF004A Collect, prepare and present surveillance intelligence and evidence

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLUC001A Develop and maintain cover stories

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLUC002A Perform undercover negotiations

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLUC003A Use undercover policing technical and specialised equipment

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLUC004A Manage human sources

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLUC005A Deal in a commodity

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLUC006A Communicate in an undercover operation environment

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLUC007A Prepare reports relating to undercover operations

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLUC008A Supervise undercover operatives

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLUC009A Plan an undercover operation

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLWP001A Plan a protection operation

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLWP002A Manage a protection operation

Modification History

Not applicable.

Unit Descriptor

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPOLWP003A Perform witness protection duties

Modification History

Not applicable.

Unit Descriptor

This unit is a Police specialist unit of competency.

Police specialist units of competency and qualifications are not included in this document; Police specialist units of competency and qualifications are confidential and should not be accessible in the public domain. Public access to these units of competency and qualifications has the potential to compromise Police operations and security as well as place members of the public and Police Officers at risk. These units are contained in a separate document and are only available to persons authorised by the Australia New Zealand Policing Advisory Agency (ANZPAA) – via website contact http://www.anzpaa.org http://www.anzpaa.org.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Not applicable.

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Required Skills and Knowledge

Not applicable.

Evidence Guide

Not applicable.

Range Statement

Not applicable.

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAPRO001B Promote a learning environment in the workplace

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to promote a workplace learning environment in which work and learning are integrated to support the achievement of individual and organisation objectives.

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

Application of the Unit

This unit applies to all Public Safety workers who have leadership roles in their organisation, but is particularly relevant to those workers with supervisory or managerial responsibilities for teams.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

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

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ELEMENT	PERFORMANCE CRITERIA
	and maintained within the organisation's systems and procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- develop learning plans
- develop links between work and learning
- promote collaborative processes in developing a learning environment
- promote the achievement of competencies in the workplace
- provide leadership and support to individuals and teams to develop and maintain a flexible learning environment
- provide or arrange support for those who have learning difficulties
- support and encourage learning by individuals and teams

Required Knowledge

- group dynamics
- learning strategies
- organisation records and reports of competency procedures
- principles of adult learning

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Knowledge and application of strategies which facilitate and promote an effective workplace learning environment. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Evidence in facilitating and promoting a learning environment in the workplace Knowledge may be assessed through: • written assignment • debriefings and action learning projects.

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Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Learning opportunities arise from organisation may include:	• objectives • plans • systems • processes • performance plans • quality and continuous improvement processes and standards • resources • participation in committees • managing projects • developing plans • analysis of incidents/response/emergency • organisation's approach to environmental management and sustainability
Learning strategies may include:	• coaching • mentoring • exchange/rotation • action learning • structured training programs

Unit Sector(s)

Not applicable.

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PUASAR011C Search as a member of an aquatic search team

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to search for and locate lost persons and/or items as a member of an aquatic search team including inland rivers, lakes, dams, surf zones and oceans, in a range of ***search terrain***.

While normally undertaken in boats, ***aquatic searches*** may also include cliff searches and searches assisted by aerial support or other craft.

Search operations are normally conducted in support of police and may include searches for missing persons, objects and/or evidence.

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

Application of the Unit

Participating in an aquatic search operation, generally as a member of a team, will require the effective application of a variety of skills. Competence in this unit will include appropriate preparedness, response, direct participation in the search, and appropriate post-search recovery. Successful achievement of this unit will require practical and effective application of skills in a real or simulated search operation.

This unit is typically relevant for lifesavers, lifeguards or other personnel who are required to perform or participate in a search (regularly or occasionally) in an aquatic environment.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for aquatic search	1.1 Search operation information and ***task information*** is obtained and discussed with team members. 1.2 Task information is used to determine personal equipment needed for search operation. 1.3 ***Search equipment*** is selected and checked for serviceability, and is stored/packed for use. 1.4 Faulty equipment is reported to supervisor.
2. Participate in aquatic search	2.1 Specified team roles and functions are carried out in accordance with operational and task information. 2.2 ***Search formation*** or grids are used to locate missing persons or objects. 2.3 Search boundaries are marked in line with task requirements. 2.4 ***Observation skills*** are applied, and any clues or objects located are reported immediately in accordance with organisational procedures. 2.5 ***Communication*** is maintained with team members throughout the search. 2.6 Personal capabilities and limitations are recognised and referred to team leader.
3. Maintain aquatic search	3.1 Search safety procedures are implemented.

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ELEMENT	PERFORMANCE CRITERIA
safety	3.2 ***Survival techniques*** are applied when necessary. 3.3 Lost searcher procedures are implemented when necessary.
4. Recover person or findings	4.1 Team leader is immediately advised of located persons or findings in accordance with organisational procedures. 4.2 Persons or findings are recovered and treated using appropriate search safety procedures. 4.3 Initial preservation procedures are implemented to maintain integrity of evidence. 4.4 Initial scene preservation is conducted in line with organisational requirements.
5. Complete recall and stand down procedures	5.1 Search equipment is recovered, cleaned and maintained in accordance with manufacturers' guidelines and organisational procedures. 5.2 Operational debriefing is participated in and ***operational documentation*** is completed to organisational standards. 5.3 Where identified, symptoms of ***operational stress*** are recognised and reported.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- deal with clues and location of objects or causalities
- implement lost searcher procedures
- implement survival techniques
- maintain search information
- mark and space boundaries
- observe the situation/environment
- use personal protective equipment correctly
- work in a team

Required Knowledge

- composition of team, and roles and responsibilities of team members
- duty of care
- local documentation requirements

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- local hazards and environmental threats
- local operational briefing and debriefing procedures
- local operating procedures
- lost searcher procedures
- map reading
- object recovery procedures
- recall procedures
- relevant state/territory search management arrangements
- relevant occupational health and safety principles and practices
- requirements to preserve a crime scene and the preservation of evidence
- search formations
- signs and symptoms of operational stress
- survival techniques
- verbal and non-verbal communication techniques including hand signals and language style

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • comply with search orders • observe the safety of self and others at all times during the search • search during the day and night • correctly apply survival techniques, search safety procedures and lost searcher procedures throughout the search when required **Consistency in performance** Competency should be demonstrated over time during an extended day/night activity during which a variety of searches for persons and objects are undertaken.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an actual or simulated search environment by observing the individual carry out a number of search activities relating to various search scenarios. **Specific resources for assessment**

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	Access is required to: • appropriate environment to conduct the search operation • other organisations in the operation such as police, helicopter rescue, marine search and rescue, other aquatic organisations - as required
Method of assessment	This unit may be assessed with the following unit/s: • PUATEA001B Work in a team. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Search terrain may include:	• Bays and rivers • Lakes and dams • Ocean • Sand • Steep rock areas • Surf

Aquatic searches may be conducted under conditions such as:	• Hazardous environmental conditions including:
	  • adverse weather
	  • after dark operations

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	• difficult sea and surf conditions • time pressure • dangerous marine creatures
	• Ocean or inland environments
	• Operating as part of a multi-agency response
Task information may include:	• Emergency rendezvous points
	• Number, nature and description of persons or objects that are the focus of the search
	• Command, control and coordination arrangements
	• Ocean, surf and sea environmental information
	• Operating area
	• Potential hazards
	• Time constraints
	• Weather forecast
Search equipment may include:	• Compass or other positioning equipment
	• Food
	• Maps and charts
	• Notebook and pencil
	• Personal first aid equipment
	• Personal hygiene items
	• Personal protective equipment, especially lifejackets, EPIRBs, wet weather gear, cold weather clothing, sun protection
	• Radio communications equipment
	• Water
Search formations may include:	• Creeping line search pattern
	• Square search pattern
Observation skills may include:	• Picking up on physical cues
	• Scanning
Communication may include:	• Auslan gestures
	• Calming and reassuring a casualty
	• Face-to-face
	• Facsimile
	• Feedback of information
	• Information technology systems
	• Land line telephone
	• Mobile telephone
	• Radio
	• Signalling systems
	• Written
Survival techniques may include:	• Conserving water, food and energy

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	• Constructing temporary shelters • Locating other craft • Locating shelter • Obtaining water • Skills relevant to the local areas (such as cold, heat, sea conditions, aquatic conditions)
Operational documentation may include:	• Notes or sketches of findings • Other relevant information required for potential coronial or other legal proceedings
Operational stress symptoms may include:	• Fatigue • Headaches • Illness • Indecision • Intolerance • Lack of focus • Nausea

Unit Sector(s)

Not applicable.

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PUASAR012C Apply surf awareness and self-rescue skills

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to deal with surf awareness and self-rescue skills to safely participate in activities in the surf environment.

Application of the Unit

Participating in any potentially hazardous aquatic operation will require the effective application of a variety of skills and knowledge. Competence in this unit will include appropriate application of surf awareness, and effective application of self-rescue skills. Successful achievement of this unit will require practical and effective application of skills in a real or simulated activity in a surf environment.

This unit is typically relevant for lifesavers, lifeguards, search and rescue officers or other rescue personnel who are required to perform or participate in activities (regularly or occasionally) in a surf environment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of the surf environment	1.1 Potential ***hazards and environmental conditions*** of the surf environment are identified. 1.2 ***Characteristics of different types of waves*** and their impact on surf safety are used to identify safe surfing locations. 1.3 ***Distinguishing features of rips***, gutters and sweeps are identified and used to determine the most suitable surfing venue. 1.4 Different types of beaches and the safety aspects of the beach structure are identified.
2. Apply surf skills and techniques	2.1 ***Techniques for survival*** in the water are implemented. 2.2 ***Personal safety and environmental hazards*** are avoided while in the water.
3. Implement self-rescue techniques	3.1 Surf is negotiated in ***prevailing conditions*** using ***craft*** and without craft. 3.2 Return to shore in prevailing conditions is achieved, using craft and without craft. 3.3 ***Strategies when not able to self-rescue*** or return to shore unassisted are implemented.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- paddle surf craft and use rescue tubes

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- swim in the surf in moderate conditions
- use recognised signals

Required Knowledge

- effects of wind, tide, swell and ocean floor on surf conditions
- features and signs of rips, gutters, sweeps and currents
- surf awareness including beach safety zones
- surf hazards
- surf survival techniques
- self-rescue techniques
- types of waves and their characteristic features

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • apply sufficient knowledge of surf conditions, factors that affect these conditions and survival techniques • apply this knowledge to negotiate the surf and return through the surf **Consistency in performance** Competency should be demonstrated over time in order to ensure consistency of performance over the Range Statement and contexts applicable to surf lifesaving.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed while participating in lifesaving activities or in a simulated environment and under a range of weather conditions. **Specific resources for assessment** Access is required to: • surf beach with prevailing conditions appropriate to the level of activity and suitable craft
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of

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assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazards and environmental conditions may include:

- Dumping waves
- Large waves
- Lateral currents
- Marine creatures
- Other surfers or swimmers
- Other equipment
- Own equipment
- Rips
- Sandbars
- Shorebreaks

Characteristics of different types of waves may include:

- Impact of white wash higher than wave itself
- Plunging (dumping)
- Steep, powerful, dangerous
- Shallow water depth
- Spilling (crumbling):
  - deeper water
  - wave face less steep
  - wave slower to break

Distinguishing features of rips include:

- Darker blue/green foam or debris
- Lack of waves
- Rippled surface

Techniques for survival may include:

- Attracting attention of lifesaver/lifeguard or others who may be able to help
- Floating and treading water
- Recognising hazards and keeping a safe distance

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	from hazards • Swimming or paddling diagonally across rips
Personal safety and environmental hazards may include:	• Hydration • Hypothermia • Sun safety
Prevailing conditions are influenced by:	• Availability of assistance • Imminent hazards • Imminent risks • Size of surf
Craft may include:	• Bodyboards • Handboards • Hard surfboards • Sitting on top of kayaks • Soft surfboards
Strategies when not able to self-rescue may include:	• Floating and treading water • Remaining with craft where possible • Using recognised signals for assistance

Unit Sector(s)

Not applicable.

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PUASAR013A Participate in an aquatic rescue operation

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Replaced PUASAR009B
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to participate in rescue operations as a member of an aquatic rescue team, including inland rivers, lakes, dams, surf zones and oceans. This unit underpins specialist rescue operations.

Participation in a rescue operation may involve working with personnel who are trained appropriately to treat casualties including first aid officers, lifesavers, lifeguards, ambulance crew, doctors, nurses and paramedics.

This unit replaces PUASAR009B Participate in an aquatic rescue operation.

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

Application of the Unit

Participating in an aquatic rescue operation, normally as a member of a team, will require the effective application of a variety of skills. Competence in this unit will include appropriate preparedness, response, direct participation in the rescue and appropriate post-rescue recovery. Successful achievement of this unit will require practical and effective application of skills in a real or simulated rescue operation.

This unit is typically relevant for lifesavers, lifeguards or other rescue personnel who are required to perform or participate in rescues (regularly or occasionally) in an aquatic environment.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and respond to rescue	1.1 Operation and task information is obtained and discussed with team members. 1.2 Appropriate ***rescue equipment*** is identified and selected based on task information as directed by supervisor. 1.3 ***Personal protective equipment*** is selected based on the nature of the ***rescue operation.*** 1.4 Any further details of the nature of the rescue are received en route.
2. Participate in assessing the rescue scene	2.1 ***Hazards*** are identified on approach to rescue scene. 2.2 Methods for minimising hazards are discussed and agreed to by team members. 2.3 Hazards and ***environmental conditions*** are minimised or controlled. 2.4 ***Communication*** with other team members is maintained using appropriate techniques and terminology. 2.5 Health, safety and security procedures are correctly followed in accordance with organisational policy and relevant legislation. 2.6 Personal capabilities and limitations are recognised

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ELEMENT	PERFORMANCE CRITERIA
	and referred to supervisor.
	2.7 Need for additional personnel and/or specialist equipment is reported to supervisor.
3. Perform rescue	3.1 Access to incident and/or casualties is gained using techniques and equipment in accordance with organisational procedures.
	3.2 Rescue procedures are conducted in accordance with supervisor's instructions and organisational procedures.
	3.3 Casualties are prepared for removal in accordance with organisational policy and procedures.
	3.4 Casualties are extricated safely using appropriate equipment, rescue techniques and organisational procedures.
4. Conclude rescue operations	4.1 Equipment is recovered, cleaned and maintained to organisational standards and manufacturers' procedures, and is restored to maintain operational readiness.
	4.2 Where identified, signs and symptoms of operational stress in self and others are reported to relevant personnel.
	4.3 Operational debriefing is participated in and ***operational documentation*** is completed to organisational standards.
	4.4 ***Hygiene precautions*** are implemented in accordance with organisational requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- participate as a team member
- use rescue equipment
- work on a constantly moving platform

Required Knowledge

- capabilities and limitations of rescue equipment
- casualty handling techniques
- composition of team, and roles and responsibilities of team members

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- environmental hazards
- manual handling techniques
- nationally agreed hazard marking systems
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- personal hygiene
- procedures for reporting injuries and accidents
- relevant legislative and regulatory requirements
- safety precautions
- surface search and surface clearance of casualties
- techniques and aids
- verbal and non-verbal communication techniques including hand signals and language style

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • apply safe work practices in rescue operations • use equipment in accordance with organisational procedures • respond and react to instructions in a safe, correct and timely manner • correctly select and wear personal protective equipment in accordance with organisational requirements **Consistency in performance** Competency should be demonstrated across a range of rescue operations over time to ensure identified situational variables are consistently achieved
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in a range of rescue operations while on the job or in a simulated environment and under a variety of weather conditions. **Specific resources for assessment**

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	Access is required to: • rescue and personal protective equipment listed in the Range Statement • suitable environment necessary to conduct a range of rescue operations listed in the Range Statement
Method of assessment	This unit may be assessed with the following unit/s: • PUATEA001B Work in a team. In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Rescue operations may include participation in:	• Aquatic search and rescue • Bar rescue • Boating rescue • Cliff rescue • Open water sea rescue • River, lake or dam rescue • Surf rescue
Rescue equipment may include:	• Boards • Flotation equipment • Hand tools • Life rafts

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	• Lighting equipment • Rescue vessels • Ropes • Tubes • Winch
Personal protective equipment may include:	• Appropriate protective clothing • Ear protection • Helmet • Infection protection • Personal floating devices • Reflective vests • Respiratory protection • Safety glasses • Safety gloves • Sun protection • Wetsuits
Hazards may include:	• Adverse weather • Cliffs and rocks • Hazardous creatures • Hazardous materials • Insufficient light • Other craft and users • Pollution • Piers • Sandbanks, bars and rips • Sea conditions • Surf type
Environmental conditions may include:	• Effects of weather • Sea, surf and ocean conditions • Shallow water, bars and rips • Tides
Communication techniques may include:	• Non-verbal • Signs and signals • Touch • Verbal • Written
Operational documentation may include:	• Incident reports • Legislation • Organisational policies and procedures
Hygiene precautions may include:	• Avoiding contact with body fluids • Washing hands

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- Wearing appropriate protective clothing

Unit Sector(s)

Not applicable.

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PUASAR014A Operate and maintain a small powercraft and motor for rescue operations

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to maintain a small powercraft and motor, to operate a small powercraft and to direct crew during rescue operations.

This unit replaces PUASAR010B Undertake a rescue operation in a small powercraft.

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

Application of the Unit

The application of this unit in the workplace covers a range of open water rescue situations using small boats.

This unit is typically relevant for personnel from emergency services and/or volunteer organisations or organisations where surveillance and rescue operation in open water is required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare powercraft and motor for operations	1.1 ***Relevant logbooks*** are reviewed for previous ***operational feedback*** and pre-use information is completed in accordance with organisational requirements. 1.2 ***Pre-launch check of motor and fuel cell*** is completed and motor and fuel cell is installed on powercraft in accordance with organisational procedures and manufacturer's guidelines. 1.3 Crewperson is overseen in ***pre-launch checking of powercraft*** and ***ancillary equipment.*** 1.4 Own personal protective equipment (PPE) is applied or stowed as appropriate and application or stowing of PPE by crewperson is overseen. 1.5 Two way radio equipment is prepared for operational communications.
2 Transport powercraft to launch site	2.1 Powercraft is ***transported*** to launch site ensuring safe manual handling by crew and other support personnel. 2.2 Powercraft is unloaded and positioned at water's edge ready for operational activities in accordance with organisational procedures. 2.3 Safety brief is completed with crewperson and other team members.
3 Launch and operate powercraft through surf	3.1 Own level of competence and that of crewperson is reviewed in relation to ***surf conditions.*** 3.2 Powercraft is lead, lifted and dragged to water with crewperson. 3.3 Motor is started when appropriate and safe to do so. 3.4 Powercraft is boarded safely and a ***secure position*** is assumed.

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ELEMENT	PERFORMANCE CRITERIA
	3.5 Crewperson is instructed to enter craft when appropriate in accordance with surf conditions.
	3.6 ***Instructions*** are communicated to crewperson as required.
4 Maintain a safe working environment for self and crew	4.1 Powercraft is operated safely around bathing public in accordance with prevailing surf conditions.
	4.2 Safe distances from bathing public and ***hazards*** in the water are maintained.
	4.3 Communication is maintained with shore and crewperson.
	4.4 Smooth and safe operational conditions of powercraft is maintained in accordance with prevailing surf conditions.
	4.5 ***Emergency procedures*** are implmented in accordance with organisational procedures.
	4.6 Powercraft is safely ***manoeuvred*** without operational motor.
5 Perform rescue and operational task	5.1 Requests for ***assistance***/***tasks*** from supervisor or ***communicator*** are acknowledged.
	5.2 Rescue/task information is communicated to crewperson.
	5.3 Operational tasks are safely performed in accordance with organisational policies and procedures.
	5.4 Crewperson is directed to retrieve casualty/object using appropriate ***retrieval techniques.***
6 Return powercraft to shore safely	6.1 Safety and security of powercraft, powercraft driver, crewperson and casualty/cargo for beaching is maintained.
	6.2 Permission to return to shore is signalled in accordance with organisational procedures.
	6.3 Observation for hazards is maintained.
	6.4 Craft is beached on shoreline with appropriate speed/direction.
	6.5 Casualty is lead/cargo is lifted and removed from powercraft.
	6.6 Safe position of craft is maintained in accordance with organisational procedures and operational readiness.
7 Recover and restore powercraft	7.1 Powercraft is transported to storage using safe manual handling techniques.
	7.2 ***Post-operational checks and maintenance of motor***

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ELEMENT	PERFORMANCE CRITERIA
	are performed according to operational procedures and manufacturer's guidelines.
	7.3 Post-operational checks are supervised, powercraft is washed down and ancillary equipment is stored by crewperson.
	7.4 Powercraft and motor are stored in accordance with organisational requirements.
	7.5 Crewperson is debriefed and operational documentation is completed.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively with colleagues
- handle boats confidently and safely (specifically when coming alongside and towing)
- lead crew
- safely handle casualty
- secure small boats using knots and lashings
- swim in the surf in moderate conditions
- use radio communication
- use rescue tubes
- use recognised signals

Required Knowledge

- basic motor faults and associated repairs such as:
  - restarting a motor after capsize
  - loose ignition leads
  - air in fuel cell and motor
  - loose components
- duties of a powercraft crewperson
- effects of wind, tide, swell and ocean floor on surf conditions
- features and signs of rips, gutters, sweeps and currents
- local hazards and environmental threats
- local operating procedures and organisational standards
- onboard fire drill
- organisational policies and procedures (such as relevant legislation; operational,

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corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- pre- and post-operational maintenance of powercraft and motor
- self-rescue techniques
- surf awareness including beach safety zones
- surf hazards
- surf survival techniques
- types of waves and their characteristic features

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • operate a powercraft during rescue operations in a range surf conditions **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated surf conditions.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed by completing rescue boat operations, exercises or scenarios. **Specific resources for assessment** Access is required to: • equipment used in rescue boat operations • open water • range of challenging surf conditions relevant to the area of operations
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of

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	assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Relevant logbooks may include:	• Equipment service logs • Patrol/service logs • Powercraft operations logs
Operational feedback may include:	• Equipment damage • New or variations to hazards in the local environment • Operational readiness of equipment
Pre-launch checking of motor and fuel cell may include:	• Correct operation of cooling system • Efficient starting of motor • Engine cowling securely attached • Engine runs and idles satisfactorily • Ensuring sufficient fuel for proposed operation • No damage or leaking from fuel cell or hoses • Operation of forward and reverse gears • Propeller safety guard securely attached in accordance with organisational requirements • Propeller undamaged and securely attached
Pre-launch checking of powercraft may include:	• Checking handles and footstraps are secure • Checking pressure of inflatable pontoons • Ensuring all ancillary equipment is operational and correctly stowed • Ensuring no sharp areas • Ensuring no wear
Ancillary equipment may include:	• Knife • Paddles

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	• Rescue tube • Tow rope • Two way radio • Whistle
Transport may include:	• Carrying craft • Moving on a beach trolley • Towing with an ATV or 4WD
Surf conditions may include:	• Calm water • Choppy • Large surf • Plunging shorebreak • Small surf
Secure position includes:	• Grasping appropriate handles and placing feet in footstraps as required
Instructions may include:	• Moving fore or aft or leaning in or out of the powercraft to maintain trim • Performance of emergency procedures • Retrieval of casualty or object from the water
Hazards may include:	• Adverse weather • Choppy water surface condition • Large surf • Marine creature • People swimming • Rocks • Seaweed
Emergency procedures may include:	• Abandoning powercraft drill • Acting as an outrigger in the event of motor failure in the surf zone • Fire on board powercraft drill • Powercraft capsize drill
Manoeuvring powercraft without operational motor may include:	• Holding onto ropes while in the water to stabilise the craft and to avoid capsize • Surfing the powercraft to shore with operator and crew acting as outriggers • Swimming and repositioning the craft • Using paddles
Assistance/task may include:	• Aquatic event safety surveillance • Rescuing distressed swimmer, drowning casualty • Transporting equipment/supplies
Communicator may include:	• Club/service team member • Distressed swimmer

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Retrieval techniques may include:	• Member of the public • Radio operator • Leaving powercraft for a swimming rescue with a rescue tube • Reaching over the edge of the craft to haul casualty/object on board
Post-operational checks and maintenance of motor may include:	• Checking motor, propeller and propeller guard for damage and secure attachment • Correctly operating cooling system • Flushing motor • Refilling fuel cell • Running of motor

Unit Sector(s)

Not applicable.

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PUASAR015A Crew small powercraft in a rescue operation

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to act as crew under direction of a skilled operator in a small powercraft during a rescue in a surf/aquatic environment.

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

Application of the Unit

The application of this unit in the workplace covers a range of open water rescue situations crewing small boats.

The unit is typically relevant for personnel from emergency services and/or volunteer organisations or organisations where additional support on a powercraft is required during surveillance and rescue operations in surf/aquatic environment or open water.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare powercraft for operations	1.1 ***Relevant logbooks*** are reviewed for previous ***operational feedback*** and pre-use information is completed as directed by operator in accordance with organisational requirements. 1.2 ***Pre-launch checks*** to ensure operational readiness of craft and safety features are conducted at the direction of the operator in accordance with manufacturer's guidelines. 1.3 Prelaunch operational checks of ***auxiliary equipment*** are completed and equipment is stowed. 1.4 Personal protective equipment (PPE) is obtained, applied or stowed as required.
2. Assist operator to transport powercraft	2.1 Safe manual handling techniques are used to assist operator to ***transport*** powercraft to launch site. 2.2 Operator is assisted to unload and position powercraft at water's edge. 2.3 PPE is secured, checked and stored correctly in powercraft.
3. Launch and stabilise powercraft through surf aquatic environment	3.1 Own level of competence is conveyed to operator in relation to ***surf/aquatic environment conditions.*** 3.2 Powercraft is lifted and dragged into water as directed by operator. 3.3 Powercraft is secured and positioned as required for surf/aquatic environment conditions. 3.4 Powercraft is boarded safely on operator command and a ***secure position*** is assumed. 3.5 ***Position in powercraft*** is changed at operator's direction to assist with maintaining trim and negotiating surf/aquatic environment conditions. 3.6 Lookout for ***hazards*** in surf/aquatic environment is

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ELEMENT	PERFORMANCE CRITERIA
	maintained and information concerning objects in the water is communicated to operator.
	3.7 Assistance with beaching and stabilising craft is provided on return to shore as directed by operator.
4. Participate in emergency drills	4.1 ***Emergency procedures*** are implemented safely as directed by operator.
	4.2 Assistance is provided with safe ***manoeuvring of powercraft without operational motor.***
5. Participate in rescue	5.1 Casualty/object is retrieved using appropriate ***retrieval techniques*** as directed by operator.
	5.2 ***Basic patient care*** of casualty is performed as required.
	5.3 Casualty/object is secured for return to shore.
	5.4 Casualty lift/object is removed from powercraft as directed by operator.
6. Assist with powercraft recovery and restore	6.1 Safe manual handling techniques are used to assist operator with transport of craft to storage.
	6.2 Powercraft is cleaned and stored in line with organisational procedures and as directed by operator.
	6.3 Ancillary equipment is cleaned and restowed in accordance with organisational requirements and as directed by operator.
	6.4 Operational documentation is completed as specified.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively in the workplace
- complete required documentation
- constantly monitor hazards and apply safety principles
- crew boat confidently and safely
- rescue people and recover objects from the water
- safely handle casualty
- secure small boats using knots and lashings
- swim in the surf/aquatic environment in moderate conditions

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- use recognised signals
- use rescue tubes

Required Knowledge

- effects of wind, tide, swell and ocean floor on surf/aquatic environment conditions
- features and signs of rips, gutters, sweeps and currents
- local hazards and environmental threats
- local operating procedures and organisational standards
- organisational craft operating procedures
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- self-rescue techniques
- surf/aquatic environment awareness including beach safety zones
- surf/aquatic environment hazards
- surf/aquatic environment survival techniques
- types of waves and their characteristic features

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • perform a rescue • safely load and manoeuvre a vessel **Consistency in performance** Competency should be demonstrated over one or more exercises, scenarios or incidents to develop confident boat crewing.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed by completing rescue boat operations, exercises or scenarios. Exercises, simulations, or a series of tasks is required to demonstrate competence in this unit. This may involve setting scenarios to be completed by a rescue boat crew. Evidence may be supplemented by questioning during and after an exercise, scenario or incident, hypothetical questioning and written or oral descriptions, or discussions or feedback during a debriefing.

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	Specific resources for assessment Access is required to: • equipment used in rescue boat operations • open water • range of challenging surf/aquatic environment conditions relevant to the area of operations
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Relevant logbooks may include:	• Equipment service logs • Patrol/service logs • Powercraft operations logs
Operational feedback may include:	• Equipment damage • New or variations to hazards in the local environment • Operational readiness of equipment
Pre-launch checks may include:	• Checking handles and footstraps are secure • Checking pressure of inflatable pontoons • Ensuring no sharp areas • Ensuring no wear
Auxiliary equipment may	• Knife

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include:	• Paddles • Rescue tube • Tow rope • Whistle
Transport may include:	• Carrying craft • Moving on a beach trolley • Towing with an ATV or 4WD
Surf/aquatic environment conditions may include:	• Calm water • Choppy • Large surf/aquatic environment • Plunging shorebreak • Small surf/aquatic environment
Secure position includes:	• Grasping appropriate handles and placing feet in footstraps as required
Position in powercraft may include:	• Crouching, standing when negotiating green or broken waves • Laying on bow to avoid capsize • Leaning in or out of craft to assist with turning • Sliding back in craft when negotiating waves on return to shore • Standard sitting position
Hazards may include:	• Adverse weather • Choppy water surface condition • Large surf/aquatic environment • Marine creature • People swimming • Rocks • Seaweed
Emergency procedures may include:	• Abandoning powercraft drill • Acting as an outrigger in the event of motor failure in the surf/aquatic environment zone • Fire on board powercraft drill • Powercraft capsize drill
Manoeuvring of powercraft without operational motor may include:	• Holding onto ropes while in the water to stabilise the craft and to avoid capsize • Surfing the powercraft to shore with operator and crew acting as outriggers • Swimming and repositioning the craft • Using paddles
Retrieval techniques may include:	• Leaving the powercraft for a swimming rescue with a rescue tube • Reaching over the edge of the craft to haul

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Basic patient care may include:	casualty/object on board • Maintaining open airway • Reassuring the patient • Supporting the patient on return to shore

Unit Sector(s)

Not applicable.

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PUASAR016A Operate and maintain a personal water craft for rescue operations

Modification History

Release	TP Version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release into TGA.

Unit Descriptor

This unit covers the competency required to operate and maintain a personal water craft (PWC) and to use PWC during aquatic rescue operations in surf or open water environments.

State maritime licensing requirements to operate a PWC apply to this unit.

Application of the Unit

The application of this unit in the workplace covers a range of open water rescue situations using PWC.

This unit is typically relevant for personnel from emergency services and/or volunteer organisations or organisations where surveillance and rescue operations in open water are undertaken.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for operations	1.1 ***Relevant logbooks*** are reviewed for previous ***operational feedback*** and pre-use information is completed in accordance with organisational requirements. 1.2 ***Pre-operational checks*** of PWC are completed in accordance with manufacturer's guidelines and organisational procedures. 1.3 ***Ancillary equipment*** is checked and securely stowed. 1.4 Personal protective equipment (PPE) is applied or stowed as appropriate. 1.5 PWC is ***transported*** to launching site and is launched according to manufacturer's guidelines and organisational procedures.
2. Receive task information	2.1 ***Task information*** received verbally or through ***communications system*** is acknowledged. 2.2 Personal capability to perform task based on ***surf conditions*** is evaluated prior to accepting task and this information is communicated to supervisor or ***communicator.***
3. Manoeuvre PWC according to surf conditions	3.1 PWC is operated safely according to surf conditions and within ***personal skills and limitations.*** 3.2 Local regulations and legislation relevant to the operation of personal water craft are followed. 3.3 Communication with ***operational base*** is maintained. 3.4 Personal protective equipment is worn correctly. 3.5 ***Emergency procedures*** are implemented.
4. Assess rescue scene	4.1 Risk analysis of rescue scene is undertaken and

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ELEMENT	PERFORMANCE CRITERIA
	hazards are identified. 4.2 ***Rescue method*** suitable to the situation is selected. 4.3 Safe passage to and out of the rescue scenes is assessed.
5. Perform rescue	5.1 Safe passage to and out of the rescue scene is navigated. 5.2 Powercraft is positioned at rescue scene. 5.3 Casualty is retrieved safely and is secured in accordance with organisational processes. 5.4 Progress is communicated to operational base. 5.5 Casualty is handed over at ***designated point*** . 5.6 Casualty ***transfer*** is completed in accordance with organisational procedures.
6. Complete rescue operations and recovery requirements	6.1 PWC is recovered from launch site and is transported to storage. 6.2 ***Post-operational checks and maintenance*** are completed in accordance with manufacturer's instructions and organisational procedures. 6.3 Debriefing with supervisor or other operational staff is completed. 6.4 Relevant logbooks are completed according to organisational requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- handle PWC confidently and safely
- read surf conditions
- rescue people safely
- swim in the surf in moderate conditions
- use radio communications
- use recognised signals

Required Knowledge

- effects of wind, tide, swell and ocean floor on surf conditions
- features and signs of rips, gutters, sweeps and currents
- organisational craft operational procedures

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- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- search and rescue techniques
- self-rescue techniques
- surf awareness including beach safety zones
- surf hazards
- surf survival techniques
- types of waves and their characteristic features

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • safely operate a PWC during rescue operations in a range of surf conditions **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated surf conditions.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed by completing PWC operations, exercises or scenarios. **Specific resources for assessment** Access is required to: • equipment used in PWC rescue operations • open water • range of challenging surf conditions relevant to the area of operations
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or

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	in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Relevant logbooks may include:	• Eeuipment service logs • patrol/service logs, • powercraft operations logs
Operational feedback may include:	• equipment damage • new or variations to hazards in the local environment • operational readiness of equipment
Pre-operational checks may include:	• correct operation of cooling system • efficient starting of motor • engine seating securely attached • ensuring sufficient fuel for proposed operation
Ancillary equipment may include:	• flares • first aid kit • rescue handle • rescue sled • rescue tube • throw bag • two way radio
Transport may include:	• on beach/sand • on roads • towing with an ATV or 4WD
Task information may include:	• location of incident • support available • surveillance duty
Communications systems may include:	• mobile phone • pager • two-way radio networks

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Surf conditions may include:	• calm water • choppy • large surf • plunging shorebreak • small surf
Communicator:	• club/service team member • distressed swimmer • member of the public • radio operator
Personal skills and limitations	• experience in prevailing conditions • knowledge of local area • qualifications/licences held
Operational base may include	• communications centre • lifesaver/lifeguard patrol • service base
Emergency procedures may include	• capsize drill • fire on board drill • motor stopped
Hazards may include:	• adverse weather • choppy water surface condition • large surf • marine creature • people swimming • rocks • seaweed
Rescue methods may include:	• conscious casualty rescue • leaving powercraft for a swimming rescue with a rescue tube • reaching over the edge of the craft to haul casualty on board • unconscious casualty rescue • using a crew person during rescue
Designated point may include:	• shoreline • open water location suitable for transfer to another vessel
Casualty transfer may include:	• transfer to another vessel • transfer to land based team members for first aid • transfer to medical aid • transfer to shore
Post-operational checks and maintenance may include:	• correct operation of cooling system • flushing motor

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- refilling fuel
- running of motor

Unit Sector(s)

Not applicable.

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PUASAR017A Undertake advanced surf rescue

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release to TGA.

Unit Descriptor

This unit covers the competency required to perform advanced surf rescue in challenging surf conditions and without assistance from other team members.

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

Application of the Unit

The application of this unit in the workplace covers lifeguards/lifesavers working in a minimum team environment.

The unit is typically relevant for personnel from emergency services and/or volunteer organisations or organisations where a structured beach surveillance and rescue service is supplied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUACOM001C Communicate in the workplace
PUASAR012C Apply surf awareness and self-rescue skills
PUASAR013A Participate in an aquatic rescue operation

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for surf rescue	1.1 ***Pre-use checks of equipment*** are undertaken. 1.2 ***Hazards*** to bathers are identified. 1.3 ***Equipment*** is placed in ***locations of most likely need.***
2. Perform surveillance duties	2.1 ***Location that gives the best view*** of the area of responsibility and ready access to equipment and water for response to casualties in distress is determined and maintained. 2.2 ***People who match the profile of high risk bathers*** are identified and close attention is paid to these people. 2.3 ***Identified methods to avoid fatigue*** are used while providing surveillance.
3. Respond to casualty/ies in distress	3.1 ***Casualty/ies in distress*** is recognised. 3.2 ***Operational command*** is notified of intention to perform rescue. 3.3 Conditions are assessed and ***rescue techniques and equipment*** are selected. 3.4 ***Challenging surf conditions*** are negotiated using sand bars and rip currents to reach the casualty/ies in an appropriate timeframe. 3.5 ***Defensive approach*** is used to ensure own safety with a conscious panicking casualty/ies. 3.6 On approach, conscious casualty/ies is/are reassured. 3.7 Unconscious casualty/ies is/are assessed for breathing and initial rescue breaths are performed as required. 3.8 Casualty/ies is/are ***secured*** in accordance with organisational procedures and available equipment.

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ELEMENT	PERFORMANCE CRITERIA
4. Return casualty/ies to shore	4.1 Prevailing surf conditions are assessed and ***safe return to shore is navigated*** in accordance with organisational procedures. 4.2 Conscious casualty/ies is/are assessed for first aid requirements or medical care and is managed. 4.3 Unconscious casualty/ies is/are dragged unaided above the high water line using ***approved techniques.*** 4.4 Unconscious casualty/ies is/are ***lowered using approved techniques*** and assessed for signs of life and patient care required. 4.5 Operational command is notified that casualty/ies has/have been retrieved and of any ***further assistance required.*** 4.6 ***First aid and patient care*** is provided to casualty/ies until ***further aid*** arrives. 4.7 Casualty/ies is/are handed over with incident details, treatment provided and current condition.
5. Recover and restore equipment to operational readiness	5.1 Debrief is participated in and reports are completed according to organisational procedures. 5.2 ***Post-operational checks and maintenance of equipment*** are performed. 5.3 Any damage is reported according to organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively with colleagues and stakeholders
- display fitness and strength via a mission or fitness test such as that defined by the Surf Life Saving Gold Medallion
- identify rip currents
- identify wave types
- paddle a rescue board in challenging surf conditions and in choppy conditions
- perform a board rescue 200 metres out at sea and return
- perform a tube rescue 100 metres out at sea and return
- self-rescue in a surf environment
- swim in challenging surf conditions and in choppy conditions

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- use perceptual skills to provide beach surveillance

Required Knowledge

- beach types and hazard ratings as described in the Australian Beach Safety and Management Program (ABSAMP)
- escape techniques from a panicking casualty/ies
- factors defining an appropriate timeframe such as:
  - availability of rip currents to use in proceeding out to sea
  - consideration of the distance to the casualty/ies
  - equipment available
  - lulls between sets of waves
  - size of surf
  - time between waves
- first aid techniques and standards
- hazards of the surf beach environment
- organisational procedures relating to rescue and recovery
- organisational procedures for maintaining equipment in terms of environmental management and sustainability
- roles of lifesavers, lifeguards and other personnel during major aquatic emergencies
- signals for communication between team members on the shore and in the water
- types of water rescue equipment for advanced water rescues

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • perform a tube rescue 100 metres out at sea and return to shore • perform a board rescue 200 metres out at sea and return to shore • manage a surf rescue unaided, from identification of casualty/ies through to handover • perform a complex surf rescue with multiple casualties • display the fitness and strength to perform multiple rescues in close succession (such as that defined by the Surf Life Saving Gold Medallion) **Consistency in performance**

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	Competency should be demonstrated using both rescue boards and rescue tubes in a range of actual surf conditions.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed by performing actual or simulated rescues at a surf beach. **Specific resources for assessment** Access is required to: • rescue equipment used in the workplace • surf beach
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Pre-use checks of equipment may include:	• checking clip on rescue tube for correct operation • checking fibreglass rescue boards for cracks and sharp edges • checking rescue tubes for fraying of ropes and straps • checking straps on rescue boards are securely attached
Hazards may include:	• hazards associated with different wave types

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	• inshore holes • littoral currents • marine creatures • rip currents
Equipment may include:	• automated external defibrillator • first aid kit • oxygen resuscitation equipment • rescue board • rescue tube
Locations of most likely need may include:	• central location for first aid and resuscitation equipment • popular swimming locations • start of rip currents
Location that gives the best view may include:	• minimising sun glare • moving to counteract interference by beach users in ground level surveillance • raised tower • unobstructed by public or lifesaving equipment
People who match the profile of high risk bathers may include:	• inappropriately dressed for surf bathing • older people • people who are intoxicated • people who are overweight • tourists • young children
Identified methods to avoid fatigue may include:	• momentarily focusing on the horizon or a distant object • not staring fixedly for long periods at one thing • regular breaks
Casualty/ies in distress may include:	• attempting to swim to shore with little or no progress • calling for assistance • facing towards shore looking for help • fearful look on casualty's face • head titled back • upright body position • waving arms • vigorous arm movements in an attempt to raise head above water
Operational command may include:	• local supervisor • remote communications centre
Appropriate rescue techniques and equipment	• rescue using rescue board • rescue using rescue tube

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may include:	
Challenging surf conditions may include:	• choppy conditions due to wind • surf greater than 1.5 metres
Defensive approach may include:	• placing rescue device between rescuer and casualty • stopping a safe distance from the casualty while assessing their mental state • using legs or arms as a barrier
Securing the casualty/ies may include:	• assisting conscious casualty onto rescue board • clipping tube around casualty (conscious or unconscious) • putting exhausted/unconscious casualty on board using board rolling techniques
Navigating safe return to shore may include:	• avoiding rip currents on the return to shore • using broken waves to return to shore • waiting for a lull between sets to avoid large breaking waves
Approved techniques for dragging a casualty/ies unaided may include:	• best technique for personal safety • maintaining an open airway of an unconscious casualty • organisational procedures
Lowering a casualty/ies using approved techniques may include:	• best technique for personal safety • maintaining an open airway of an unconscious casualty • organisational procedures
Further assistance required may include:	• paramedics • supervisors to assist with managing major incidents • support from team members
First aid and patient care may include:	• treatment according to Australian Resuscitation Council Guidelines
Arrival of further aid may include:	• paramedics • team members
Post-operational checks and maintenance of equipment may include:	• checking for damage • ensuring all attachment points are secure • washing of salt and sand

Unit Sector(s)

Not applicable.

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PUASAR018A Select and maintain canines to be part of a canine search team for USAR incidents

Modification History

Release	TP Version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to select canines to be part of a canine search team for urban search and rescue (USAR) incidents, to maintain the health and welfare of canines, to provide daily care to canines and to plan search and rescue training for search canines.

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

Application of the Unit

This unit applies to canine search specialists responsible for developing a canine search team for USAR incidents.

A canine search team consists of one disaster search canine and one canine search specialist.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess canines for USAR work	1.1 ***Criteria*** for canines to work in a USAR environment are determined. 1.2 Canines are observed and assessed in relation to determined criteria. 1.3 Canines assessed as meeting determined criteria are selected to be part of canine search team.
2. Maintain search canine health	2.1 ***Basic symptoms of ill health*** or injury in search canines are identified. 2.2 ***Local authorities*** who can be consulted about the establishment or maintenance of search canine health are identified. 2.3 ***Program of health maintenance*** to prevent common illnesses or parasites is implemented. 2.4 ***Treatment program*** for ill or injured search canine is followed as required. 2.5 Basic first aid for ill or injured search canines is administered. 2.6 Basic first aid kit suitable for treating injured search canines is maintained.
3. Manage search canine hygiene and welfare	3.1 Living environment, training areas and search canine transportation are maintained according to animal health and welfare requirements, standards and regulations. 3.2 Health, welfare and fitness of search canines is maintained for USAR operational and environmental conditions. 3.3 Healthy diet is maintained for search canines based upon individual animal's requirements. 3.4 Need to retire a search canine is assessed and recommended in accordance with ***specialist advice*** and/or animal health and welfare standards.
4. Maintain records of search canine health and	4.1 Vaccination and other preventative ***health records*** for search canine are established and maintained

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ELEMENT	PERFORMANCE CRITERIA
welfare	accordance with the Australian Urban Search&Rescue Canine Capability Best Practice Guideline. 4.2 Health, treatment and injury records for search canines are established and maintained. 4.3 Decisions to retire search canines are recorded. 4.4 ***Organisational policies and procedures*** for recording and reporting incidents that result in injuries to search canines are followed.
5. Develop and implement a training plan	5.1 ***Training needs*** of canine search team are identified and assessed. 5.2 ***Training plan*** that addresses the needs, strengths, weakness of the canine search team is developed. 5.3 Training plan is reviewed and amended as necessary to reflect the changing needs of canine search team. 5.4 Training equipment is maintained. 5.5 Progress of canine search team is recorded and reported on.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- administer preventative or curative medicines and treatments to canines
- apply basic first aid techniques to canines
- collect, analyse and organise information to produce records and reports required by the organisation and animal welfare authorities
- interpret the actions and indications given by a canine
- maintain living environment, training areas and canines to the required standard of hygiene
- monitor diet and exercise regimes to maintain the health and welfare of canines
- recognise basic symptoms of ill health and injury in canines
- solve problems to deal with safety risks
- work independently and in teams to manage the hygiene and welfare of canines

Required Knowledge

- anatomy and signs of health/ill health and injury of canines
- animal health and welfare requirements and regulations affecting working canines
- Australian Urban Search&Rescue Canine Capability Best Practice Guideline

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- basic first aid techniques that can be used to treat injured canines
- canine anatomy
- canine developmental stages
- canine grooming requirements
- capabilities of canines working within a USAR environment
- common illnesses, diseases, parasites and other causes of ill-health or injury affecting working canines
- dietary and exercise requirements of working canines
- location of veterinarians and other authorities who can assist in the maintenance of the health and welfare of canines
- organisational policies and procedures regarding the health and welfare of canines within the organisation where applicable
- physiology of canines
- preventative measures for controlling illnesses and parasites that can affect canines
- procedures for acquiring canines
- psychology and behaviour of canines
- records and reports required by state, territory and local authorities, the organisation and animal welfare authorities
- restricted canine breeds
- typical characteristics and temperaments of various breeds of canines that are suited to working within the USAR environment
- work environment in which canines could be deployed and emergencies that could arise within those environments

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • constantly observe and monitor search canines in relation to their continued ability to work in a USAR environment • provide recommendations on the health and welfare of search canines deployed in USAR incidents **Consistency in performance** Competency should be demonstrated over time under a range of conditions that would be expected in the workplace.
Context of and specific	**Context of assessment**

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resources for assessment	Competency should be assessed in the workplace and/or in a simulated workplace environment. **Specific resources for assessment** Access is required to: • Australian Urban Search&Rescue Canine Capability Best Practice Guideline • canines training to work in a USAR environment • search canines • legislation, policy, procedures and guidelines relating to the health and welfare of canines
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment according to the workplace environment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Criteria must include:	• desired characteristics • desired habits • desired physical attributes • individual traits
Desired characteristics should include:	• adapting readily to new situations, canine search specialists and environment • being alert and positively watchful of surroundings • being bold and willing to accept new challenges

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	with confidence • being responsive to petting and praise from strangers in a non-aggressive manner • being sociable • demonstrating an even temperament • exhibiting high levels of inquisitiveness • having a high level of self-confidence • having strong prey or play drive • possessing high intelligence • responding to other canines in a non-aggressive manner • showing a strong desire to explore the environment and odours
Desired physical attributes should include:	• bright, clear eyes with pink surrounding membranes • body suitably structured to work in a USAR environment • clear of any parasitic infestations that cannot be treated • ears that are clean and without foul odour or discharge • feet that have all toes, solid whole pads and no overlong claws • healthy, shiny coat with no bare patches etc. • limbs/hips without signs of arthritis or dysplasia in the joints • mouth containing pink gums, complete set of white teeth and no foul odour • producing stools that are firm and moist, not sloppy • wet nose without discolouration, scales or discharge
Basic symptoms of ill health may include:	• aggression • dry nose • dull eyes • excessive barking • excessive drinking • excessive drooling • frothing at mouth • kennel cough • lameness • lethargy • signs of pain • stress/anxiety/depression
Local authorities may include:	• animal welfare associations • local government authorities

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	• local veterinarians • Royal Society for the Prevention of Cruelty to Animals (RSPCA)

Program of health maintenance must include:	• Daily health checks including:
	  • general demeanour
	  • main body parts
	  • maintaining hygienic environment
	  • nose, eyes, ears, mouth, teeth, skin/coat, genitals/orifices, mucous membranes, feet/limbs/nails
	  • obvious injury
	  • passing of urine/faeces
	  • posture and gait
	  • presence of fleas or ticks
	  • specific individual canine requirements
	  • state of body coat and body condition
	• annual veterinary checks

Treatment program can vary according to:	• cause of the symptoms, illness or injury • dosage matched to weight of canine • methods to be administered (e.g. in food, pill popper, applied to back of neck, injections, canine chew etc.) • physical form of the treatment to be administered (e.g. tablet, liquids, wash, decontamination etc.) • symptoms exhibited by the canine
Specialist advice may include:	• canine trainers • jurisdictional canine focal points • veterinarians
Health records must include:	• incident responses • organisational and state/territory or local authority, animal welfare legislative requirements • treatment programs for preventative or curative health regimes • vaccinations
Organisational policies and procedures may include:	• Australian Urban Search & Rescue Canine Capability Best Practice Guideline • enabling legislation • national and regional policies and procedures • organisational policies and procedures, particularly those relating to the health and welfare of canines within the organisation • organisation's approach to environmental

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	management and sustainability • procedural guides, standard operating procedures, work instructions • workplace health and safety acts, regulations and guidelines
Training needs may include:	• ability of canine search specialist to identify and respond to indicators • access to situations where search canine can be deployed for USAR work • age of canine • behavioural drives influencing the canine • degree of bonding between canine and canine search specialist • characteristics exhibited by the canine • experience, commitment and knowledge of canine search specialist • frequency of training • health and welfare status of canine • length of time required by canine to acquire new skills • level of canine enthusiasm for detecting live human scent • level of training/experience • temperament of canine

Training plan must include:	• consideration of environmental factors
	• planned set of exercises to:
	  • develop and enhance canine response and control capabilities
	  • maintain health and safety during work
	  • maintain canine motivation
	• outline of the strategies and timeline for the progressive development of the canine search team

Unit Sector(s)

Not applicable.

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PUASAR019A Train canines to work in a USAR environment

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to acclimatise canines to work within an urban search and rescue (USAR) environment, develop the canine's ability to detect live human scent and to indicate live human scent with alert behaviours.

This unit also covers the competency required to manage training assistants in a simulated USAR environment for the purposes of training canines.

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

Application of the Unit

This unit applies to canine search specialists responsible for developing a search canine to be part of a USAR canine search team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the	Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work in a USAR environment	1.1 Risk assessment of the USAR environment is undertaken. 1.2 ***Personal protective clothing and equipment*** appropriate for the USAR environment is selected and worn. 1.3 ***Principles and procedures for working safely in a USAR environment*** are implemented.
2. Introduce canines to a USAR environment	2.1 ***Incremental approach*** is followed to introduce canines to a USAR environment. 2.2 ***Problems*** that may develop with canines being introduced to a USAR environment are identified and solved within area of own responsibility. 2.3 Problems outside area of own responsibility are referred to appropriate person for action and recommendations are made where appropriate.
3. Prepare canines for detection of live human scent	3.1 ***Scent factors*** that limit the capability of canines to function efficiently are identified. 3.2 Canine ***behaviour and responses*** are interpreted and action is taken. 3.3 Interaction with canines is undertaken to maintain an enthusiastic, effective and appropriate level of work and behaviour in required locations. 3.4 Canines are deployed to detect live human scent in a ***range of areas and situations.***
4. Develop alert behaviour in canines	4.1 ***Training tools and techniques*** are used to shape the desired ***bark alert behaviour.*** 4.2 Problems encountered in bark alert training are diagnosed and solved.
5. Train canine using appropriate methods	5.1 Humane ways of training are used that reflect positive reinforcement techniques. 5.2 ***Canine psychology and drives*** are applied in training canine.

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ELEMENT	PERFORMANCE CRITERIA
	5.3 Appropriate ***degree of correction*** is used to discourage unwanted behaviour. 5.4 Canines involved in training are handled and controlled in a way that maintains performance and safety.
6. Manage training assistants	6.1 Training assistant is selected ***appropriate*** to the training exercise. 6.2 Training assistant is ***briefed*** and informed of the outcomes of the exercise. 6.3 Job safety analysis is provided to training assistant. 6.4 ***Safety and welfare*** of training assistants is maintained at all time. 6.5 Problems encountered with training assistants are diagnosed and solved.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- conduct job safety analysis
- control search canine off lead
- identify safety risks
- interpret the actions given by a search canine
- make decisions
- solve problems to deal with safety risks
- work with search canine in a variety of disasters

Required Knowledge

- Australian Urban Search&Rescue Canine Capability Best Practice Guideline
- factors affecting the location of human scent including differences in surfaces, pollution and environmental factors
- factors affecting scenting ability of search canine
- how environmental factors can affect scent
- how scent movement will affect search strategy
- how the physical conditions and hazards will affect training strategies
- how to introduce canines to disaster sites
- importance of exposing canines to varied disaster scenarios
- requirement for safe work practices in disaster sites

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- risks associated with disaster sites
- scent theory
- selection and use of personal protective equipment
- scent movement in a disaster site
- training tools and techniques appropriate to alert behaviour

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • work as part of a team **Consistency in performance** Competency should be demonstrated over time under a range of conditions that would be expected in the workplace.
Context of and specific resources for assessment	**Context of assessment** Competency must be assessed in a controlled, simulated workplace environment. **Specific resources for assessment** Access is required to: • Australian Urban Search&Rescue Canine Capability Best Practice Guideline • canines training to work in a USAR environment • legislation, policy, procedures and guidelines relating to the health and welfare of canines • training assistants
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment according to the workplace environment. Assessment may occur in an operational environment or in an industry-approved simulated work environment.

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Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Personal protective clothing and equipment must include:	• ear protection • elbow pads • eye protection • gloves • helmet • knee pads • lighting (if required) • full length clothing (i.e. long sleeve shirt, pant, overall) • safety boots • whistle
Principles and procedures for working safely in a USAR environment must include:	• confined space entry • evacuation signals • job safety analysis • three points of contact • weather conditions
Incremental approach may include:	• distraction training • exposure to given environment • motivational reward • positive reward • step by step exposure
Problems may include:	• failure to alert • lacks penetration drive • lacks prey/play drive • leaves victim location
Scent factors may include:	• animals • biological material • clothing

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	• cold • condition of victim • elevation • food • hazardous material • heat • hot scent • machinery • rubble pile lay out • surfaces • time of day • water • wind
Behaviour and responses may include:	• anxiety • barking • body language • digging • eagerness • false alert • fear • following scent cone • over enthusiastic • passive alert • pawing • scratching • stress • whinging
Range of areas and situations may include:	• buildings • collapsed building rural • collapsed building urban • explosions • fires • floods • landslides
Training tools and techniques may include:	• alert hole lid • assistant • bark box • clicker • food • positive reinforcement • toy • whistle

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Bark alert behaviour includes:	• spontaneous repetitive barking for twenty seconds, which may be interspersed with digging and attempts to penetrate
Canine psychology and drives may include:	• defensive-response to protect itself from a perceived threat • food-desire to get food • frustration and opposition reflex • hunt-intensity in searching without a visual cue • instinctual behaviours and motivations exhibited by the canine • operant and classical conditioning • pack-desire to work within framework of the pack • play-desire to actively entertain itself with any object • prey-intensity in chasing, catching, biting, carrying
Degree of correction must include:	• appropriate action administered to a canine of an intensity appropriate to behaviour modification • use of correction devices in accordance with state/territory regulations
Appropriate training assistant characteristics may include:	• fitness level appropriate to the task • no known phobias specific to environment • physical characteristics appropriate to task • willingness to follow instructions
Briefing may include:	• canine level of training • communication techniques • how to interact with the canine • likely problems and solutions • outcomes of exercise
Safety and welfare include:	• 'No duff' or 'casreal' procedure • comfort • evacuation plan • hydration • job safety analysis • timings

Unit Sector(s)

Not applicable.

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PUASAR020A Develop a canine search team for USAR incidents

Modification History

Release	TP Version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to prepare a canine search team to search for and locate people concealed in a structural collapse, and to manage the canine during the search.

The types of incidents that may require the skills and knowledge of an urban search and rescue (USAR) canine search team working as a member of a USAR task force include earthquake, terrorist incident, aircraft crash, disaster or major structural collapse.

A canine search team consists of one disaster search canine and one canine search specialist.

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

Application of the Unit

This unit applies to people actively involved in and/or training as a canine search specialist for USAR incidents and disaster operations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUASAR018A Select and maintain canines to be part of a canine search team for USAR incidents
PUASAR019A Train canines to work in a USAR environment
PUASAR023A Participate in an urban search and rescue Category 1

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain canine obedience	1.1 ***Basic obedience*** is demonstrated by canine and canine search specialist while canine is heeling off lead. 1.2 ***Emergency stop*** with ***recall*** is performed by canine and canine search specialist. 1.3 At the direction of the canine search specialist, a down stay is performed by canine while under ***distraction.*** 1.4 Canine tasks are performed without demonstrating aggressive behaviour towards people. 1.5 Canine tasks are performed without demonstrating aggressive behaviour towards other animals.
2. Demonstrate canine agility	2.1 Under canine search specialist's direction, ***agility course*** is completed by canine within ***required timeframe.*** 2.2 Under canine search specialist's direction, turn on an elevated plank is performed by canine. 2.3 Agility course is negotiated by canine and canine search specialist in a ***controlled***, ***safe and appropriate manner.***
3. Maintain direction and control	3.1 Canine is directed to required ***elevation***, direction commands are followed by canine and elevation is jumped on by canine as directed by canine search specialist. 3.2 Elevation is sustained by canine for a minimum of five seconds and until directed by canine search specialist. 3.3 Direction and control course is negotiated by canine and canine search specialist within required timeframe.

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Ability to work at a ***distance*** from canine search specialist is demonstrated by canine.
4. Develop canine to indicate live human scent	4.1 Location of and ***commitment to live human scent*** is demonstrated by canine. 4.2 Alert exercise is undertaken by canine and canine search specialist within required timeframe and location of live human scent is correctly indicated by canine with a ***bark alert.***
5. Manage canine in a search to locate victims	5.1 Australian Urban Search & Rescue Canine Capability Best Practice Guideline is followed. 5.2 ***Interviews*** and ***site assessment*** are conducted to establish an appropriate ***search strategy.*** 5.3 Canine is deployed off lead and appropriate ***actions***, ***indications and characteristics*** are used to ensure search area is covered effectively. 5.4 Control of canine is maintained at all times and ***assistance*** is provided where appropriate. 5.5 Adjustments are made to search strategy where appropriate in accordance with any changes in environmental conditions, search progress, any other relevant information that becomes available and current rescue work being undertaken. 5.6 Location of live human scent is correctly indicated by canine with a bark alert during a search on a simulated collapse site. 5.7 Canine actions, indications and characteristics are interpreted correctly to identify the presence of live human scent. 5.8 Location of live human scent is correctly interpreted 5.9 ***Appropriate care***/safety/welfare for the canine and self is followed in accordance with relevant ***legislation***, ***policy and guidelines.*** 5.10 Search area is covered within required timeframe. 5.11 ***Post-search examination*** of canine is conducted.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

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Required Skills

- adjust handling strategies in response to changing environments
- adjust search strategies in response to changing environments
- carry out and interpret verbal instructions
- collect, analyse and organise information to develop an effective search strategy
- control a canine off lead including in public locations
- demonstrate appropriate commands when handling a canine
- handle a canine to maintain control and prevent accidents or injury to self and/or other/s including members of the public
- interpret the actions and indications given by a canine
- make sound decisions in rapidly changing and often high risk environments
- maintain physical fitness
- manage time and priorities in response to changing environments
- work with other canine search teams

Required Knowledge

- alert behaviours of canines and their causes such as the bark alert (spontaneous repetitive barking for twenty seconds barking, which may be interspersed with digging and attempts to penetrate)
- Australian Urban Search&Rescue Canine Capability Best Practice Guideline
- canine olfactory system
- capabilities of canines working within USAR operations
- canine behaviour
- canine physiology
- canine psychology
- factors used to determine appropriate search strategies
- organisational occupational health and safety (OH&S) legislation as it applies to USAR
- organisational task force policies and procedures
- principles of canine training including control, association, repetition, commands, rewards, correction and positive motivational methodologies
- principles of training a canine for obedience and agility
- risk analysis
- safe working systems to reduce canine related incidents
- scent theory and its application to the USAR environment such as commitment to live human scent (very good penetration drive, being committed to the scent, not leaving victim location)
- USAR canine search methods and techniques

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • construct direction and control course as per the requirements of the Australian Urban Search&Rescue Canine Capability Best Practice Guideline • follow the Australian Urban Search&Rescue Canine Capability Best Practice Guideline • implement USAR canine search methods and techniques • conduct a search of one search area • handle a canine to maintain control and prevent accidents or injury to self and/or other/s including members of the public **Consistency in performance** Competency should be demonstrated over time under a range of conditions that would be expected in the workplace.
Context of and specific resources for assessment	**Context of assessment** Competency must be assessed in a controlled, simulated workplace environment. **Specific resources for assessment** Access is required to: • Australian Urban Search&Rescue Canine Capability Best Practice Guideline • facilities as outlined in the Australian Urban Search&Rescue Canine Capability Best Practice Guideline • canines training to work in a USAR environment • two assessors
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of

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	assessment according to the workplace environment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Basic obedience must include:	• about turn • change of pace (normal pace, fast pace, slow pace) • drop • halt • heel off/on lead • left turn • right turn • sit
Emergency stop must include:	• canine responding quickly upon the stop command from the canine search specialist, slowing to a stop position • position in which canine stops after being given the emergency stop command is suggested to be the down position
Recall must include:	• canine quickly returning to canine search specialist and sitting in front of canine search specialist until released
Distractions may include:	• banging pot lids • clapping hands • noises such as talking • walking past in front or behind canine
Agility course must include:	• climbing • elevated plank • tunnel • unpleasant surface

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	• unstable surface • and must be constructed as per the requirements of the *Australian Urban Search & Rescue Canine Capability Best Practice Guideline* (canine search specialist can remain in close proximity to canine but must not go in front of canine)
Required timeframe includes completing:	• agility course within five minutes • alert exercise within two minutes from release of canine to the commencement of the bark alert • canine direction and control course within five minutes • simulated search within 20 minutes
Controlled, safe and appropriate manner may include:	• canine search team being confident, calm and methodical • canine working off lead • managing canine in unsafe and high risk environments • working in accordance with relevant legislation, policy and guidelines
Elevation is defined in:	• Australian Urban Search and Rescue Canine Capability Best Practice Guideline
Distance is defined as:	• between 20 and 25 metres
Commitment to live human scent includes:	• commitment to the scent • not leaving victim location • very good penetration drive
Directions may include:	• back • centre/Middle • forward • left • right
Bark alert includes:	• spontaneous repetitive barking for twenty seconds, which may be interspersed with digging and attempts to penetrate
Interviews must include questions that determine:	• definition of search area • time of the structural collapse • type of occupancy of the structure (school, office, apartment, building, etc.) • number of suspected missing • if structure has been searched before • if structural engineer has checked the building and findings • if structure is safe to enter • if blueprints are available

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	• if HAZMAT has checked the area and findings • if utilities have been isolated, how and by whom • if heavy rescue is available • if medical is available • if a veterinarian is available
Site assessment techniques may include:	• identifying any exclusion zones • identifying hazards • incident action plan • prevailing wind and weather conditions • results of initial reconnaissance

Search strategy must include:	• delineation of primary and secondary search areas based on:
	  • information gathered from interview/s
	  • site assessment

Canine actions, indications and characteristics must include:	• ability to handle any distractions that may occur • ability to work scent cones • canine does not avoid obstacles • canine identifies live human scent with a bark alert • canine searches independently of canine search specialist • canine traverses all surfaces efficiently • canine covers search site as directed • high levels of search drive/eagerness/willingness to work
Canine actions indications and characteristics may include:	• false alert • passive alert behaviours
Assistance may include:	• assisting canine to traverse difficult obstacles • guiding canine • helping canine onto unstable elevated surfaces • intervening to prevent accident or injury to canine • providing motivation and support where necessary, however during an alert, support and motivation can only be provided after the canine has initiated the bark alert • stopping and restarting the search • taking appropriate breaks, rest and water
Appropriate canine care may include:	• checking condition of feet pads • fatigue management • irrigating canine's eyes to remove dust • treatment as required • watering of canine as required

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Legislation, policy and guidelines may include:	• Australian Standards • Australian Urban Search & Rescue Canine Capability Best Practice Guideline • guidance notes • national codes of practice • organisational policies and procedures • state/territory and federal animal welfare legislation • state/territory occupational health, safety and welfare legislation and regulations

Post-search examination must include:	• examining:
	  • ears
	  • eyes
	  • legs
	  • mouth
	  • nails and bones of the foot of the canine
	  • pads
	  • toes
	  • webbing between toes

Unit Sector(s)

Not applicable.

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PUASAR021A Search as part of a canine search team at USAR incidents

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to deploy a canine search team to search for and locate multiple people concealed in a structural collapse, and to manage the canine during the search.

A canine search team consists of one disaster search canine and one canine search specialist.

The canine search team must be capable of working together in disaster search operations to locate victims. The canine must be capable of searching independently and efficiently, as directed by the canine search specialist.

The types of incidents that may require the skills and knowledge of an urban search and rescue (USAR) canine search team working as a member of a USAR task force include earthquake, terrorist incident, aircraft crash, disaster or major structural collapse.

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

Application of the Unit

This unit applies to canine search specialists intending to work with task forces actively involved in USAR incidents and disaster operations.

This unit has been aligned to the basic operational level of the Australian USAR Canine Capability Operational Framework as outlined in the *Australian Urban Search and Rescue Canine Capability Best Practice Guideline*; canine search teams seeking accreditation as operational task force members under this framework should refer to the guideline and not rely only on the information contained in this unit of competency.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

PUASAR020A Develop a canine search team for USAR incidents

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for search	1.1 ***Interviews*** and ***site assessment*** are conducted to establish an appropriate ***search strategy.***
	1.2 ***Risks*** contained in the search area are identified and assessed, and appropriate safety procedures are implemented.
	1.3 Adjustments are made where appropriate to search strategy in accordance with any changes in ***environmental conditions***, search progress, any other relevant information that becomes available and current rescue work being undertaken.
2. Handle and control canine	2.1 Work is undertaken with canine in a ***safe and appropriate manner.***
	2.2 Control of canine is ***maintained*** at all times.
	2.3 Willingness to ***work independently*** is demonstrated by canine.
	2.4 Commands are responded to by canine in the presence of ***distractions.***
	2.5 ***Assistance*** is provided to canine where appropriate.
3. Conduct search	3.1 Canine is deployed off lead and appropriate ***actions***, ***indications and characteristics*** to ensure search area

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ELEMENT	PERFORMANCE CRITERIA
	is covered effectively are demonstrated by canine. 3.2 Location of and commitment to live human scent is demonstrated by canine. 3.3 Location of live human scent with a bark alert is ***correctly indicated*** by canine during a search on a simulated collapse site. 3.4 Actions, indications and characteristics of the canine to correctly identify the presence of live human scent are correctly interpreted. 3.5 Location of live human scent is correctly interpreted by canine search specialist. 3.6 Search areas are covered within ***required timeframe.***
4. Provide search debriefing	4.1 ***Relevant information*** is recorded accurately in accordance with legislative and jurisdictional requirements. 4.2 ***Sketch of search area*** is provided on completion of search. 4.3 ***Recommendations*** are provided to ***relevant personnel*** on completion of the search.
5. Maintain canine welfare and safety	5.1 Appropriate care/safety/welfare for the canine and self is demonstrated in accordance with relevant ***legislation***, ***policy and guidelines.*** 5.2 ***Basic care*** of canine is implemented.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- adjust handling strategies in response to changing environments
- adjust search strategies in response to changing environments
- carry out and interpret verbal instructions
- collect, analyse and organise information to develop an effective search strategy
- control a canine off lead including in public locations
- demonstrate appropriate commands when handling a canine
- handle a canine to maintain control and prevent accidents or injury to self and/or other/s including members of the public
- interpret the actions and indications given by a canine
- maintain physical fitness

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- make sound decisions in rapidly changing and often high risk environments
- manage time and priorities in response to changing environments
- work with other canine search teams

Required Knowledge

- alert behaviours of canines and their causes such as the bark alert (spontaneous repetitive barking for twenty seconds barking, which may be interspersed with digging and attempts to penetrate)
- Australian Urban Search&Rescue Canine Capability Best Practice Guideline
- biological and infectious hazards and safe management, particularly involving human remains
- canine olfactory system
- capabilities of canines working within USAR operations
- disaster victim identification principles and phases of operation
- canine behaviour
- canine physiology
- canine psychology
- factors used to determine appropriate search strategies
- INSARAG structural and victim marking systems
- organisational occupational health and safety (OH&S) legislation as it applies to urban search and rescue
- organisational task force policies and procedures
- principles of canine training including control, association, repetition, commands, rewards, correction and positive motivational methodologies
- risk analysis
- safe working systems to reduce canine related incidents
- scent theory and its application to the USAR environment such as commitment to live human scent (very good penetration drive, being committed to the scent, not leaving victim location)
- USAR canine search methods and techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • follow the Australian Urban Search&Rescue Canine Capability Best Practice Guideline • implement USAR canine search methods and techniques

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	• handle a canine to maintain control and prevent accidents or injury to self and/or other/s including members of the public • apply emergency first aid techniques for canines • only accompanying the canine on the rubble pile when find is indicated or when directed by the assessor • conduct four searches within a 24 hour period; two searches must be conducted consecutively **Consistency in performance** Competency should be demonstrated over time under a range of conditions that would be expected in the workplace.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Interviews must include questions that determine:	• time of the structural collapse • type of occupancy of the structure (school, office, apartment, building, etc.) • number of suspected missing • if structure has been searched before • if structural engineer has checked the building and findings • if structure is safe to enter • if blueprints are available • if HAZMAT has checked the area and findings • if utilities have been isolated, how and by whom • if heavy rescue is available • if medical is available • if a veterinarian is available
Site assessment techniques may include:	• identifying any exclusion zones • identifying hazards • incident action plan • prevailing wind and weather conditions • results of initial reconnaissance
Search strategy must include:	• delineation of primary and secondary search areas based on:

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	• information gathered from interview/s • site assessment
Risks may include:	• climatic conditions • distractions • lighting • other animals present • protruding objects • slippery floors • steps • terrain and obstacles to be traversed
Environmental conditions may include:	• building configuration and size • cold • heat • rain • time delay • wind
Safe and appropriate manner may include:	• canine search team being confident, calm and methodical • canine working off lead • managing canine in unsafe and high risk environments • working in accordance with relevant legislation, policy and guidelines
Maintaining control may include:	• recalling the canine • canine being responsive to direction controls • canine responding to an emergency stop • canine directing away from canine search specialist on command
Working independently may include:	• canine working at a distance from canine search specialist • canine working out of sight of canine search specialist

Distractions may include:	• noises such as:
	  • running generators
	  • machinery
	  • rescue tools
	• other distractions such as:
	  • personnel
	  • smoke
	  • food

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Assistance may include:	• assisting canine to traverse difficult obstacles • guiding canine • helping canine onto unstable elevated surfaces • intervening to prevent accident or injury to the canine • providing motivation and support where necessary, however during an alert, support and motivation can only be provided after the canine has initiated the bark alert • stopping and restarting the search • taking appropriate breaks, rest and water
Canine actions, indications and characteristics must include:	• ability to handle any distractions that may occur • ability to work scent cones • canine does not avoid obstacles • canine identifies live human scent with a bark alert • canine searches independently of canine search specialist • canine traverses all surfaces efficiently • canine covers search site as directed • high levels of search drive/eagerness/willingness to work
Canine actions indications and characteristics may include:	• false alert • passive alert behaviours
Correctly indicating location of live human scent with a bark alert must include:	• canine remaining at location of victim after indication of scent • canine search specialist notifying assessor of find
Required timeframe is defined as:	• twenty minutes to search each search area after the completion of the briefing
Relevant information to be recorded may include:	• details of areas searched • details of search and its conclusion • potential victim locations and any influencing factors • unidentified hazards
Sketch of search area must include:	• alert locations • compass orientation • prominent features
Recommendations may include:	• alternate search strategies (such as technical search, additional canine resources) • improving search processes • potential extrication points for victims
Relevant personnel may include:	• member of incident management team • other canine search specialists

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	• USAR canine search team leader
Legislation, policy and guidelines may include:	• Australian Standards • *Australian Urban Search & Rescue Canine Capability Best Practice Guideline* • guidance notes • national codes of practice • organisational policies and procedures • state/territory and federal animal welfare legislation • state/territory occupational health, safety and welfare legislation and regulations
Basic care must include:	• examining pads, webbing, toes, nails and bones of the foot of the canine • irrigating canine's eyes in an appropriate manner • treating minor injuries and contamination such as cuts, abrasions, foreign bodies, torn nails, fractures, sprains, irritant substances

Unit Sector(s)

Not applicable.

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PUASAR022A Participate in a rescue operation

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to participate in rescue operations as a member of a rescue team.

This unit underpins specialist rescue operations.

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

Application of the Unit

The application of this unit in the workplace covers a wide range of rescue and environmental situations, which may include industrial, rural, bush and extreme environmental conditions.

The individual will work under supervision in a team but may be responsible for completing individual tasks relating to a rescue.

The unit is typically performed by personnel from emergency services and/or volunteer organisations.

Typically, people performing this role have completed induction or recruit training and are commencing work as a member of an operational team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEME001B Provide emergency care

OR

HLTFA201B Provide basic emergency life support

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and respond to rescue	1.1 ***Rescue operation*** and task information is received. 1.2 ***Rescue equipment*** is identified and selected based on incident information, as directed by supervisor. 1.3 ***Personal protective equipment*** (***PPE***) is selected based on the nature of the rescue operation. 1.4 Any further details of the nature of the rescue are received en route. 1.5 Anticipated ***hazards*** and associated risks are discussed with rescue team members while on approach.
2. Contribute to a risk assessment at the scene	2.1 Rescue scene reconnaissance is conducted and hazards and risks identified at the scene are reported to supervisor. 2.2 ***Communication*** with other team members is maintained using appropriate ***techniques*** and terminology. 2.3 Hazards and ***environmental conditions*** are minimised and/or controlled as directed. 2.4 Health, safety and security procedures are followed in accordance with organisational policy and relevant legislation. 2.5 ***Personal capabilities*** and limitations are recognised and referred to supervisor. 2.6 Need for additional personnel and/or specialist

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ELEMENT	PERFORMANCE CRITERIA
	equipment is reported to supervisor.
	2.7 Casualties at scene are identified, reported to supervisor and action is taken as directed.
3. Perform rescue	3.1 Access to incident and/or casualties is gained using techniques and equipment in accordance with organisational procedures.
	3.2 Rescue procedures are conducted in accordance with supervisor's instructions and organisational procedures.
	3.3 Casualties are prepared for removal and extricated safely using appropriate equipment rescue techniques and procedures, under the direction of ***appropriately trained personnel.***
	3.4 Incident scene is constantly monitored for hazards to prevent injury to self and/or others and reports are provided to supervisor as required.
	3.5 ***Hygiene precautions*** are implemented in accordance with organisational requirements.
4. Conclude rescue operations	4.1 Equipment is recovered, cleaned and maintained to organisational standards and manufacturers' procedures, and is restowed to maintain operational readiness.
	4.2 Where identified, signs and symptoms of operational stress are recognised in self and others and reported to relevant personnel.
	4.3 Operational debriefing is participated in and ***operational documentation*** is completed to organisational standards.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- identify and monitor hazards
- identify and use rescue equipment
- wear PPE in accordance with organisational requirements

Required Knowledge

- capabilities and limitations of rescue equipment

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- casualty handling techniques
- environmental hazards
- manual handling techniques
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- personal hygiene
- procedures for reporting injuries and accidents
- relevant legislative and regulatory requirements
- ropes and knots
- safety precautions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • apply safe work practices in rescue operations • use equipment in accordance with organisational procedures • respond and react to instructions in a safe, correct and timely manner **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an industry-approved simulated and/or workplace environment involving rescue scenarios. **Specific resources for assessment** Access is required to: • PPE in accordance with organisational requirements • rescue equipment
Method of assessment	This unit may be assessed with the following unit:

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	• PUATEA001B Work in a team In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Rescue operation may include:	• confined spaces rescue • flood rescue • industrial rescue • road crash rescue • search and rescue • swift water rescue • trench rescue • vertical rescue

Rescue equipment may include:	• fire extinguishers
	• glass management kit
	• hand tools
	• ladders
	• lighting equipment
	• powered tools (battery, electric, fuel) such as:
	  • air bags
	  • chain saws
	  • cutting tools

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	• drills • excavating tools • hydraulic tools • pneumatic equipment • winches
	• rescue vehicles
	• ropes
	• tarpaulins
Personal protective equipment may include:	• appropriate protective clothing
	• boots
	• ear protection
	• helmets
	• infection protection
	• insect repellent
	• reflective vests
	• respiratory protection
	• safety glasses
	• safety gloves
	• sunscreen
Hazards may include:	• adverse weather
	• convergence
	• dangerous goods and hazardous substances
	• difficult terrain
	• electricity
	• gas
	• heights
	• insufficient light
	• respiratory
	• rubble and debris
	• supplementary restraint systems
	• traffic
	• water
	• wild farm or domestic animals
Communication techniques may include:	• non-verbal
	• signals/signs
	• verbal
	• written
Environmental conditions may include:	• effects of weather: • excess or lack of light • extreme weather • flood

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	• heat • humidity • mud slides
	• limited access • stability of rescue site
Personal capabilities may include:	• fatigue, stress, phobias • self assessed level of skill or competence
Appropriately trained personnel may include:	• ambulance crew • doctors • first aiders • nurses • paramedics
Hygiene precautions may include:	• as per operational procedures • avoiding contact with body fluids • washing hands • wearing appropriate protective clothing
Operational documentation may include:	• incident reports • legislation • notebooks, logbooks • organisational policies and procedures

Unit Sector(s)

Not applicable.

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PUASAR023A Participate in an urban search and rescue Category 1

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to provide safe and effective rescue support to an urban search and rescue (USAR) incident as a member of a first responder rescue team.

It involves assisting with the rescue and removing surface (lightly trapped) casualties or deceased victims, applying basic search techniques such as carrying out limited debris removal and following safe work practices in accordance with occupational health and safety requirements.

The unit also includes knowledge of the specialist equipment and techniques used at a USAR incident and the ability to work as a part of a team.

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

Application of the Unit

This unit applies to the role of a USAR Category 1 first responder.

A person performing this role will operate under direct supervision as a member of a USAR first responder rescue team.

This role is based on a national capability requirement to deploy competent personnel to any USAR incident. There are three nationally-agreed levels of capability, commencing with USAR Category 1.

PUAOPE031A Undertake an urban search and rescue Category 2 covers USAR Category 2 incidents.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

PUAEME001B Provide emergency care
OR
HLTFA201B Provide basic emergency life support

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for structural collapse rescue	1.1 Operation and ***task information*** is obtained and communicated to supervisor. 1.2 Based on incident information received, ***rescue resources*** are identified, selected and checked to ensure they are ready for use. 1.3 ***Personal protective clothing and equipment*** is selected based on the nature of the structural collapse operation. 1.4 ***Systematic approach*** to identifying potential hazards and associated risks is discussed with team members en route and on approach to the incident.
2. Participate in assessing structural collapse rescue	2.1 ***Rescue scene reconnaissance and size up*** is conducted and identified hazards and results are reported to supervisor. 2.2 ***Situational*** and ***environmental hazards*** are identified, analysed, evaluated and ***treated***, marked and monitored. 2.3 ***Physical features*** of structural collapse are ***assessed*** before rescue operations are deployed by supervisor. 2.4 Need for additional personnel and/or specialist

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ELEMENT	PERFORMANCE CRITERIA
	equipment is reported to supervisor.
	2.5 Liaison with primary response team and other relevant personnel is maintained.
	2.6 ***Communication*** with other team members on site is established and maintained using appropriate techniques and terminology.
	2.7 ***Structural collapse sectors*** and ***boundaries*** are confirmed with rescue team.
	2.8 ***Structural collapse marking system*** is implemented.
	2.9 Personal capabilities and limitations are recognised and referred to supervisor.
	2.10 Incident scene is ***preserved*** for investigating officer/s.
3. Determine location and condition of surface casualties	3.1 Intelligence of location of ***surface casualties*** within a collapsed structure is collected, analysed and reported in accordance with organisational policies and procedures.
	3.2 Collapse areas are explored for surface casualties in accordance with ***safe work practices.***
	3.3 Resources are used for surface or lightly trapped casualties.
	3.4 Condition of surface or lightly trapped casualties and nature of entrapment is ascertained where possible.
4. Gain access to surface casualties	4.1 ***Techniques*** and ***equipment*** are employed ***to stabilise*** and ***make safe*** incident site.
	4.2 Techniques and equipment are employed to ***locate trapped casualties.***
	4.3 ***Primary survey*** of casualty is undertaken to determine injury type and severity.
	4.4 Located casualties are ***treated prior to being moved*** in consultation with medical personnel in accordance with organisational policies.
5. Remove casualties	5.1 ***Located casualties are released***, treated and stabilised.
	5.2 Casualties are removed using ***recognised techniques and equipment.***
	5.3 Evidence of casualty identity is collected and processed in accordance with organisational procedures.
	5.4 Actions are taken to preserve the incident scene where possible for evidentiary purposes.

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ELEMENT	PERFORMANCE CRITERIA
6. Conclude structural collapse rescue operations	6.1 Equipment is ***recovered***, ***cleaned and serviced*** according to manufacturers' guidelines and organisational standards. 6.2 ***Signs and symptoms of operational stress*** in self and others are reported to relevant personnel. 6.3 Operational ***debrief*** is attended and ***documentation*** is completed to organisational standards. 6.4 ***Hygiene precautions*** are implemented in accordance with the organisational procedures. 6.5 ***Exposure records*** are completed.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- conduct a primary survey
- handle casualties safely
- handle stretchers safely
- conduct a risk assessment
- identify signs of structural collapse including those associated with secondary collapse
- implement surface search procedures and surface clearance of casualties
- operates equipment in accordance with organisational procedures
- problem solving
- use structural collapse rescue equipment
- wear personal protective equipment (PPE) in accordance with organisational requirements
- work within the responsible agency's command and control structure

Required Knowledge

- building and structure classifications
- calling and listening procedures
- capabilities and limitations of rescue equipment
- collapse patterns (curtain fall wall collapse, inward/outward collapse, lean over collapse, lean to floor collapse, angle wall collapse
- command and control structure
- dangers associated with a damaged structure
- establishment of exclusion zones
- hazard identification and dynamic risk assessment recording

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- hazardous materials procedures
- hygiene precautions
- marking systems such as structure assessment marking, victim location marking in accordance with INSARAG guidelines and methodology
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- primary survey procedures
- procedures for reporting injuries and accidents
- relevant legislation
- risks associated with confined spaces
- role of structural collapse rescue
- safe work practices
- scene assessment procedures
- search procedures
- situational and environmental hazards
- standard internationally accepted warning systems
- standard operating procedures
- structural collapse equipment typically used in the rescue of surface casualties
- structure of the USAR taskforce and the roles of USAR personnel
- symptoms of physical/emotional stress
- team stretcher handling procedures
- types of PPE and clothing
- types of building structures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • work effectively as part of a team • apply safe work practices when providing assistance to a USAR rescue team • conduct a dynamic risk assessment • conduct a primary survey of casualty • maintain situational awareness and be alert to environmental and situational hazards • implement basic search techniques using approved marking systems • operates equipment in accordance with organisational procedures

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	• traverse unstable environments • safely and effectively gain access to surface casualties with no further injury to persons or damage to property • respond and react to instructions in a safe, correct and timely manner **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an industry-approved simulated and/or workplace environment. **Specific resources for assessment** Access is required to: • USAR incident or simulation of a USAR incident • equipment, personnel, facilities etc. appropriate to a USAR incident
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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wording in the Performance Criteria is detailed below.

Task information may include:	• cause of collapse • current situation • environmental and other hazards • incident location • other public safety organisations • type and magnitude of incident • type and number of casualties/vehicles
Rescue resources may include:	• basic rescue equipment such as lighting, hydraulic tools, ropes and hand tools • canines • communications • heavy plant • logistics support services such as portable toilets, tents, food • medical equipment • more sophisticated rescue equipment such as search cameras, chainsaws, jack hammers and air monitors
Personal protective equipment and clothing must meet the desired Australian/New Zealand Standards and may include:	• appropriate protective clothing • boots • dust mask • eye protection • gloves • hearing protection • helmets • knee/elbow protection • whistle
Systematic approach must include:	• assessment i.e. call out and response, route, scene, liaison, casualties • positioning of vehicle i.e. dangers, access and casualties • procedures i.e. dangers, casualty protection, extrication, warning devices and lighting
Rescue scene reconnaissance and size up may include:	• collecting relevant information about structural damage, e.g. casualties, victims, physical characteristics, hazards • isolating and eliminating utilities such as broken gas pipes, damaged electrical wiring, leaking water • relating knowledge of building and structure classifications to the incident scene • surveying the incident scene
Situational hazards may include:	• adverse weather conditions

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	• below debris hazards, including:
	  • flooding
	  • oxygen deficient atmosphere
	  • toxic environment
	  • flammable environment
	  • different levels of elevation
	• biological hazards, including:
	  • body fluids
	  • decomposing bodies
	  • untreated sewage
	• dangerous goods and hazardous substances
	• overhead hazards, including:
	  • falling debris
	  • loose or unstable sections of structure
	  • power lines
	• structural instability due to:
	  • events of nature such as earthquake, flood, landslide, wind
	  • explosions
	  • fire
	  • inadequate construction
	• surface hazards, including:
	  • climate
	  • different types of surfaces
	  • sharp and jagged objects
	  • water pooling
	  • dust and wind
	  • noise and vibration
	• utilities

Environmental hazards may include:	• dangerous goods and hazardous substances • utilities • weather
Treating hazards may include:	• eliminating the hazard • isolating the area/source • stabilising overhead hazards • using atmospheric monitoring equipment • using PPE and clothing

Assessing physical features of structural collapse may include:	• collapse patterns, including:
	  • curtain fall wall collapse
	  • lean over collapse

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	• lean to floor collapse • pancake floor collapse • secondary collapse/other building • inverted 'V' or tent collapse • 'V' collapse • cantilever collapse
	• methods of construction, including: • timber • light frame • besser block • reinforced masonry • concrete tilt-up • reinforced concrete and steel
Communication may include:	• marking systems • posted signage • radio communications (radio, telephones and information technology) • whistle/horn warning signals
Structural collapse sectors and boundaries may include:	• geographic area structure identification (sectorisation) • location identification within single structures
Structural collapse marking system includes:	• INSARAG Guidelines and Marking System: • structural assessment marking • victim location marking • site sectorisation marking
Preserving the incident scene may include:	• disturbing only to gain access or make scene safe • note taking and reporting to supervisor of observations made • preserving the integrity of evidence
Surface casualties may include:	• casualties not trapped within the structure • casualties who would suffer most from injuries inflicted from debris
Safe work practices must include:	• ability to traverse unstable surfaces in a safe manner • stretcher pass • three points of contact at all times
Techniques and equipment to stabilise and make safe site may include:	• controlling entry and entry permits if appropriate • removing debris
Techniques and equipment to locate trapped casualties may include:	• audible search method • rescue team - surface search procedures, line and hail

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	• visual
Primary survey:	• is a methodical process used to quickly identify immediate life threatening injuries and conditions that require intervention
	• should be completed promptly upon initial patient contact if no immediate life threatening injuries and conditions requiring intervention are found during the survey
	• should be completed as soon as possible if it is interrupted

	• should only be interrupted when:
	  • life threatening condition is identified and immediate life saving interventions are initiated
	  • scene conditions require that the patient be moved immediately due to danger to first emergency care responders or the patient

Treating casualties prior to being moved may include:	• cervical collar
	• first aid
	• primary/secondary survey
	• respiratory protection, if required
Releasing located casualties may include:	• use of stretcher packaging
	• surface extrication
Recognised techniques and equipment for removing casualties may include:	• exit route for rescuers and packaged casualty
	• 1:1/2:1 mechanical advantage hauling/lowering systems
	• rescue/spine boards
	• stretchers
	• team stretcher handling
Recovering, cleaning and servicing of equipment may include:	• cleaning or disposing of contaminated clothing and equipment
	• inspecting equipment for damage and serviceability
	• checking inventories
Signs and symptoms of operational stress may include:	• critical incident stress
	• dehydration
	• fatigue
	• hypothermia
Debriefings may include:	• critical incident stress debriefing
	• operational analysis
	• post-incident analysis
	• performance evaluations
Documentation may include:	• AIRS/coroner report
	• near miss injury register

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	• notebooks completed • operational debrief
Hygiene precautions may include:	• avoiding contact with body fluids • decontaminating equipment and personnel • washing hands • wearing appropriate protective clothing

Exposure records may include:	• reporting form that documents any exposure that may result in a short- or long-term associated injury such as:
	  • dangerous goods and hazardous substances, such as dust, vapours, fumes, radiation and chemical substances
	  • heavy repetitive work over long periods of time
	  • lifting heavy loads
	  • noise
	  • psycho-social hazards (e.g. critical incident stress)

Unit Sector(s)

Not applicable.

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PUASAR024A Undertake road crash rescue

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to gain access to and extricate entrapped casualty/s from vehicles travelling on the road such as cars, motorcycles, buses, trucks and semi-trailers while minimising the potential for further injury and preserving the integrity of evidence.

This unit requires the responder to access entrapped casualty/s using a range of techniques and to operate specialist equipment to undertake the rescue.

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

Application of the Unit

This unit applies to a member of a rescue team.

This unit may be customised to suit a range of road crash rescue incidents based on an organisational risk profile.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEME002C Manage injuries at emergency incident

OR

HLTFA301C Apply first aid

PUASAR022A Participate in a rescue operation

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and respond to road crash rescue	1.1 Equipment is checked, serviced and **operationally ready** for use. 1.2 ***Operation and task information*** is obtained and assessed about the ***type of collision.*** 1.3 ***Rescue equipment*** is selected based on incident information. 1.4 ***Personal protective equipment*** (***PPE***) is selected relevant to the nature of the rescue operation. 1.5 Any further details of the nature of the rescue are received en route. 1.6 Anticipated ***hazards*** and associated risks are discussed with rescue team members while on route.
2. Establish and maintain rescue scene safety	2.1 Road crash scene is assessed, hazards and risks are identified and appropriate control and ongoing monitoring processes are put in place. 2.2 ***Scene management procedures*** are followed in accordance with organisational procedures and legal requirements. 2.3 Safe working area is established and monitored to prevent injury to self and/or others. 2.4 ***Vehicle/s are stabilised*** to prevent movement during access and removal, in accordance with organisational standards and procedures.
3. Manage casualties	3.1 Hygiene precautions are maintained in accordance with organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Casualties are assessed and stabilised to minimise further injury or discomfort during rescue operations. 3.3 Nature of injuries/entrapment is ascertained to develop an ***extrication plan.*** 3.4 Support is provided to medical personnel assisting with the treatment of the entrapped person/s as required
4. Remove casualties from entrapment	4.1 Access plans are determined in consultation with team leader and medical staff. 4.2 ***Procedures*** are implemented to ***protect casualties*** from further injury or discomfort during access and removal. 4.3 Access path is provided for removal of casualties using ***appropriate rescue techniques*** and equipment. 4.4 Casualties are removed from vehicle using appropriate ***rescue removal techniques*** and rescue equipment. 4.5 Removal of deceased person/s is undertaken under the direction of police.
5. Conclude road crash rescue operations	5.1 Scene is ***preserved*** for investigating officer/s. 5.2 Equipment is recovered, cleaned and maintained in accordance with manufacturer's guidelines and organisational procedures. 5.3 Decontamination procedures are followed in accordance with organisational procedures. 5.4 Where identified, signs and symptoms of operational stress in self and others are recognised and reported to appropriate personnel. 5.5 Operational debrief is participated in and ***operational documentation*** is completed to organisational standards.

Required Skills and Knowledge

Required Skills

- apply emergency care practices
- apply relevant road crash rescue techniques
- apply scene management procedures
- undertake initial (ongoing) scene assessment

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- use rescue equipment in a range of situations
- wear appropriate PPE
- work in a multi-agency environment
- work in teams

Required Knowledge

- dangers associated with vehicle safety devices
- documentation requirements
- emergency care
- equipment characteristics and safe working loads in rescue operations
- establishment and maintenance of safe working areas and minimisation of hazards
- hazards and environmental threats
- infection control procedures
- legal requirements for responders
- methods of access
- need to return equipment to operational readiness after use
- operating procedures and organisational standards
- operational briefing and debriefing procedures
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- personal hygiene protocols
- reconnaissance processes
- relevant occupational health and safety principles and practices
- rescue equipment and manufacturer's operational guidelines
- rescue techniques relevant to a range of vehicles
- road crash rescue techniques
- road crash rescue concepts as described in the Australian Emergency Manual *Road Crash Rescue*
- roles and responsibilities of, and relationship with, other emergency service/s
- use of PPE
- vehicle construction and dangers in cutting vehicle parts and panels

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • extricate casualties • minimise further injury or discomfort while conducting rescue operation • operate rescue equipment safely and effectively • apply safe work practices.

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	Consistency in performance Competency should be demonstrated over time in a range of actual and/or simulated workplace environments conducting rescues from a range of vehicles.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an industry-approved simulated and/or workplace environment involving road crash rescues using a range of equipment. **Specific resources for assessment** Access is required to: • vehicles for exercise simulations • relevant transport • communications and emergency equipment
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Operationally ready may include:	• Serviced as per manufacturers' recommendations and/or standard operating procedures
Operation and task	• Environmental and other hazards

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information may include:	• Location • Other agencies responding • Type and number of casualties/vehicles
Type of collision may include:	• Crushed vehicle • Head-on • Jack knife • Load movement • Multiple vehicle accidents • Off-set (quarter oblique) • Rear impact • Side impact (t-bone) • Vehicle roll-over • Vehicle under-ride/over-ride

Rescue equipment may include:	• Fire extinguishers
	• Glass management kit
	• Hand tools
	• Ladders
	• Lighting equipment
	• Powered tools (battery, electric, fuel) such as:
	  • lifting bags
	  • chain saws
	  • cutting tools
	  • drills
	  • excavating tools
	  • hydraulic tools
	  • pneumatic equipment
	• Rescue vehicles
	• Ropes
	• Stabilising equipment such as:
	  • winches
	• Tarpaulins

Personal protective equipment may include:	• Appropriate protective clothing • Boots • Ear protection • eye protection • gloves, boots • helmets • infection protection • respiratory protection
Hazards may include:	• adverse weather and environmental condition • after dark operations

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	• bio-hazards • Composite materials (carbon fibre and fibre glass) • Difficult terrain • Electricity • Gas • Hazardous materials/dangerous substances • Other road users • Supplementary restraint systems • Traffic and bystanders • Vehicle fuel • Vehicle propulsion systems • Vehicle glazing • wild farm or domestic animals • water and sewerage utilities
Scene management procedures may include:	• access and egress • cordoning and screening scene • glass management • isolating vehicle electrical systems • managing bystanders and media • positioning of response vehicles • preserving evidence • removing hazards • searching for missing occupants • staging areas • traffic control and traffic plan
Vehicles may include:	• buses • cars • farm vehicles • motorcycles • semi trailers • trucks
Stabilising vehicles may include:	• chaining • chocking • jacking • packing • propping • ratchet straps • roping • tensioning (manual operated cable winch) • use of soft webbing (rated)
Extrication plan may include:	• Alternate entries

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	• Controlled release • Immediate release
Procedures to protect casualties may include:	• Padding of sharp hazards (hard and soft protection) • PPE for casualty (helmet, glasses, dust mask, ear protection) • Shielding from debris, glass and tools

Appropriate rescue techniques may include:	• Door removal
	• Folding down sill
	• Foot well/front seat techniques:
	  • pulling and pushing the column (fitted with uni-joints)
	  • lifting the dash
	  • dash roll
	  • winching the dash
	  • exposing the foot well
	• light commercial vehicle techniques:
	  • van dash roll
	• Overturned vehicle techniques:
	  • inverted side removal
	  • flapping the floor pan
	  • inverted ramming (including inverted cross ramming techniques)
	• roof techniques:
	  • create openings
	  • forward roof flap
	  • roof flap
	• side impact techniques:
	  • cross ramming
	• side removal:
	  • 'B' pillar rip
	  • 'B' pillar removal
	  • Third door entry

Rescue removal techniques may include:	• cervical collars • extrication devices • spinal immobilisation device • spine board (back board)
Preserving the incident scene must include:	• disturbing only to gain access or make scene safe • not disturbing fatality scenes until police investigation activities are completed • preserving integrity of evidence

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Operational documentation may include:	• exposure records • incident field notes • incident report • organisation's reporting system • post operational report

Unit Sector(s)

Not applicable.

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PUASAR025A Undertake confined space rescue

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Fire specific prerequisites removed.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to undertake rescue in confined spaces, as defined in *AS 2865-2009 Confined spaces*, as a member of a single agency or multi-disciplinary team.

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

Application of the Unit

The application of this unit in the workplace covers a range of confined space rescue situations.

The unit is typically performed by personnel from emergency services and/or volunteer organisations or organisations where confined space work is undertaken.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the	Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for confined space rescue operation	1.1 Operation and task information is obtained from a variety of sources and analysed, and team roles are confirmed. 1.2 Appropriate ***rescue equipment*** is identified and selected based on incident information as directed by supervisor. 1.3 ***Personal protective equipment*** is selected relevant to the nature of the confined space rescue operation. 1.4 Any further details of the nature of the rescue are received en route. 1.5 Anticipated hazards and associated risks are discussed with rescue team members whilst on route.
2. Assess and manage confined space/trench rescue	2.1 Confined space is assessed, hazards and risks are identified, and appropriate control and ongoing monitoring processes are put in place. 2.2 Physical features of confined space rescue scene are assessed before deploying rescue resources. 2.3 Rescue is managed to control access and to maintain a safe and effective operational environment. 2.4 ***Situational and environmental hazards*** are assessed, minimised and controlled. 2.5 Communication with other ***personnel*** on site is established and maintained.
3. Determine location and condition of casualties	3.1 Assessment of incident scene is undertaken to determine possible location of casualties. 3.2 Appropriate equipment is used to assist in the location of casualties. 3.3 Evidence of location of casualties within confined space is collected and reported. 3.4 Condition of casualties and nature of entrapment is ascertained where possible. 3.5 Hygiene procedures are applied in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational procedures.
4. Gain entry to confined space	4.1 Entry permit is located and relevant information is obtained if available. 4.2 Atmosphere is monitored in accordance with AS 2865-2009 Confined spaces. 4.3 Appropriate ventilation procedures are implemented, where required. 4.4 Appropriate respiratory protection is used in irrespirable atmospheres, where required. 4.5 Techniques and equipment are employed to access the casualty. 4.6 Located casualties are treated in consultation with medical personnel and in accordance with organisational policies.
5. Remove casualties	5.1 Casualties are removed in accordance with organisational procedures. 5.2 Appropriate actions are taken to ***preserve the incident scene*** and to ***collect evidence***, where possible.
6. Conclude rescue operations	6.1 Equipment is recovered, cleaned and serviced according to organisational standards and manufacturer's guidelines. 6.2 Signs and symptoms of operational stress are recognised and promptly reported. 6.3 ***Operational documentation*** is completed to organisational standards.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- operate atmospheric monitoring equipment
- operate isolation systems
- operate lifting equipment
- operate lowering and hauling systems
- operate self contained breathing apparatus and airline equipment
- operate ventilation equipment

Required Knowledge

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- Australian Standard (AS) 2865-2009 Confined spaces
- lock, tag out and isolation procedures
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- potential occupational hazards and control measures
- procedures for atmospheric monitoring
- purging and ventilation in accordance with national standards
- selection, use and maintenance of respiratory devices
- use of ropes and knots for accessing confined space

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • extricate casualty minimising further injury to casualty, injury to self and others Consistency in performance Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific resources for assessment	Context of assessment Competency should be assessed in an industry-approved simulated and/or workplace environment involving confined space rescues using a range of equipment. Specific resources for assessment Access is required to: • appropriate venue • organisational resource equipment • personnel for team-based activities • resources as specified in AS 2865-2009 Confined spaces
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

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	Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Confined space is defined in:	• AS 2865-2009 Confined spaces
Rescue equipment may include:	• airline equipment • atmospheric monitoring equipment • communications • escape sets and harnesses • hauling systems • life rescue line • litters/stretchers • isolation equipment • ropes/tapes • self-contained breathing apparatus/airline • tripods/edge management • ventilation and purging equipment
Personal protective equipment may include:	• airlines • atmospheric monitoring equipment • chemical splash suit/fully encapsulated gas-tight suits • gloves • hearing protection aids • helmets • safety glasses • self-contained breathing apparatus
Situational or environmental	• atmospheric contaminants (such as hydrogen

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hazards may include:	sulphide) • dangerous goods or hazardous substance • engulfment • falls from heights or into depths • heat exhaustion or hypothermia • oxygen enrichment • oxygen deficiency • methane and carbon dioxide • moving machinery either electrical or mechanical • sewers and stormwater canals • stored energy • swift water
Personnel may include:	• agency support • emergency services workers • local/state/territory government authorities • onsite staff • specialist advisors and safety authorities
Preserving the incident scene may include:	• preserving evidence and related legal requirements
Collecting evidence may include:	• entry permit • information received from bystanders • permit to work • witnesses and emergency services personnel
Operational documentation may include:	• atmospheric monitoring procedures • entry control procedures • entry permits • equipment and rope logs • exposure records • tally boards

Unit Sector(s)

Not applicable.

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PUASAR026A Undertake industrial and domestic rescue

Modification History

Release	TP release	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release into TGA.

Unit Descriptor

This unit covers the competency required to gain access to and extricate entrapped casualty/s from a range of industrial and/or domestic incidents while minimising the potential for further injury and preserving the integrity of evidence.

An industrial rescue involves the safe removal of persons who have had an accident in the workplace such as factories, warehouses and building sites. It involves disentanglement from machinery, and extrication from heavy machinery such as cranes. Rescue of occupants trapped in elevators and escalators is also included.

Domestic rescue involves the rescue of occupants trapped in household settings. This includes such things as children with fingers in drain plugs, removal of rings, and persons who are physically incapable of removing themselves from their houses due to ill health.

This unit requires the responder to access entrapped casualties using a range of techniques and to operate specialist equipment to undertake the rescue.

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

Application of the Unit

This unit typically applies to a member of a rescue team.

This unit may be customised to suit a range of industrial and/or domestic incidents based on an organisational risk profile.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for industrial/domestic rescue	1.1 ***Operation and task information*** is obtained and assessed upon call out to ***domestic or*** industrial ***rescue incident.***
	1.2 Based on incident information, appropriate ***rescue resources*** are identified, selected, received and checked to ensure they are ready for use.
	1.3 ***Personal protective equipment*** (***PPE***) ***and clothing*** are selected based on type of industrial or domestic equipment. involved.
	1.4 ***Systematic approach*** to identifying ***potential hazards and associated risks*** is undertaken en route and on approach to the incident.
2. Establish and maintain rescue scene safety	2.1 ***Communication*** and ongoing liaison with heavy vehicle rescue team members on site is established.
	2.2 Liaison with ***other relevant personnel*** is established and maintained.
	2.3 ***Rescue scene reconnaissance*** and size up is conducted.
	2.4 ***Situational*** and ***environmental hazards*** are identified, analysed, evaluated and ***treated***, marked and monitored.
	2.5 Rescue team is positioned taking into account ***potential dangers***, requirements for personnel and vehicles to ***access the scene***, and ***limitations of operating equipment.***

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Safe work area is established to protect casualties, emergency services personnel and members of the public.
	2.7 Preventative action is taken to minimise the risk of fire or other potential hazards, where required.
	2.8 ***Impact effects on occupancy areas*** and ***potential effects on casualties*** are assessed.
	2.9 Techniques and equipment are employed to ***stabilise the occupancy area*** and to make the incident site safe.
	2.10 Scene lighting is established to reduce hazards associated with the type of incident.
	2.11 Specialist rescue resources are accessed based on an assessment of the incident.
3. Manage casualties	3.1 ***Hygiene precautions*** are implemented in accordance with organisational requirements.
	3.2 Techniques and equipment are used to ***gain access to entrapped casualties*** within the occupancy area/s.
	3.3 ***Primary survey*** of casualty is undertaken to determine injury type and severity.
	3.4 Injuries are confirmed that may complicate removal of casualty from the occupancy area and appropriate action is taken.
	3.5 In the event of multiple casualties, triage assessment is undertaken to determine priorities for medical treatment and for extrication.
	3.6 Need for additional personnel and/or specialist equipment is requested.
	3.7 Support is provided to medical personnel assisting with the treatment of the entrapped person/s as required.
4. Extricate casualty/s	4.1 Casualty/s are protected from injury during extrication.
	4.2 ***Treatment of located casualty/s*** is undertaken in consultation with medical personnel and in accordance with organisational policies.
	4.3 Access plans are determined with consultation team leader, medical staff and other technical specialists.
	4.4 Rescue techniques and equipment used by the rescue team take into account the features of the occupancy area including materials and design elements that may impact on the extrication.

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ELEMENT	PERFORMANCE CRITERIA
	4.5 Casualty/s are ***removed*** using recognised techniques and equipment.
5. Carry out rescue operations	5.1 Liaison is undertaken with primary response team and other relevant personnel. 5.2 Additional technical equipment is employed to make incident scene safe. 5.3 Procedures are implemented to protect casualty/s from further injury or discomfort during access and removal. 5.4 Access path is provided for the removal of casualty/s using appropriate rescue techniques and equipment. 5.5 Scene is ***preserved*** for investigating officer/s.
6. Conclude rescue operations	6.1 Equipment is ***recovered***, ***cleaned and serviced*** according to manufacturers' guidelines and organisational standards. 6.2 ***Signs and symptoms of operational stress*** in self and others are reported to relevant personnel. 6.3 Operational ***debrief*** is attended and ***documentation*** is completed to organisational standards. 6.4 ***Exposure records*** are completed.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communication
- conduct a primary survey
- decision making
- extricate casualties safely
- identify symptoms of physical/emotional stress
- solve problems
- use rescue equipment
- wear PPE and clothing in accordance with organisational requirements
- work within the organisation's command and control structure

Required Knowledge

- available equipment and equipment function
- emergency care

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- hygiene procedures
- manufacturer's operational guidelines
- operate rescue equipment
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- primary survey procedures
- relevant legislation
- relevant occupational health and safety (OH&S) principles and practices
- rescue equipment
- safe work practices
- scene assessment procedures
- situational awareness
- symptoms of physical/emotional stress
- use of personal protective equipment

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • apply a systematic approach to the rescue and to implement safe work practices throughout the incident • safely and effectively extricate casualty/s; minimising further injury or discomfort while conducting rescue operation • operate equipment to gain access to entrapped casualties in accordance with organisational procedures • maintain situational awareness and be alert to environmental and situational hazards • work effectively as a member of a rescue team in a multi-agency environment **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an industry-approved

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	simulated and/or workplace environment. **Specific resources for assessment** Access is required to: • simulation of a range of domestic appliances, industrial machinery, an elevator shaft and an escalator • equipment, personnel, facilities etc. appropriate to a industrial/domestic rescue incident training exercise
Methods of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Operation and task information may include:	• availability of company personnel to provide technical advice • environmental and other hazards • incident location • other public safety organisations at the scene or en route • time of day and traffic density • type of rescue and number of casualties • type of machinery or household item involved

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Domestic or industrial rescue may include:	• domestic rescue • children with fingers in drain plugs • removal of rings • persons who are physically incapable of removing themselves from their houses due to ill health • industrial rescue • agricultural machinery • disentanglement from machinery located in factories, warehouses and building sites • elevators/escalators • industrial/construction incidents • industrial machinery entrapments • occupant/s trapped in elevators and escalators • shipping containers
Rescue resources may include:	• ancillary equipment such as stretchers • firefighting equipment • hand tools • hot cutting equipment • lifting and hauling equipment • lighting equipment • pneumatic hydraulic mechanical electrical tools • patient protection equipment • rescue units and stowed equipment • tool boxes
Personal protective equipment and clothing may include:	• boots • eye protection • gloves • hearing protection • helmet • knee/elbow protection
Systematic approach must include:	• assessment i.e. call out and response, route, scene, liaison, casualties • positioning of vehicle i.e. dangers, access and casualties • procedures i.e. dangers, casualty protection, extrication, warning devices and lighting
Potential hazards and associated risks may include:	• moving machinery • electrocution • industrial traffic (forklifts etc.) • various industrial work environments
Communication may include:	• radio communications (radio, telephones and information technology)

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	• warning signals
Other relevant personnel may include:	• ambulance officers • company personnel • emergency services personnel • household occupants • police • utility technicians
Rescue scene reconnaissance may include:	• collecting relevant information about casualty/s and hazards • isolating and eliminating utilities • surveying the incident scene
Situational and environmental hazards may include:	• adverse weather • biological hazards such as body fluids and tissue • convergence • dangerous goods and hazardous substances • difficult terrain • dusts • electrical and mechanical moving machinery • electricity • equipment power/drive systems • gas • mobile property • sharp and jagged objects • slippery surfaces • vehicle fuel systems • water and sewerage utilities
Treating hazards may include:	• eliminating the hazard • isolating the area/source • stabilising overhead hazards • using atmospheric monitoring equipment • using PPE and clothing
Potential dangers may include:	• electrical hazards • fuel • stability and location of machinery
Accessing the scene may include:	• allowing clear access and egress for other responding vehicles and ambulances • establishing a clear area to manoeuvre personnel, stretchers
Limitations of operating equipment may include:	• access to incident site • equipment capacities and limitations
Impact effects on occupancy	• disconnection of essential services

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areas may include:	
Potential effects on casualty may include:	• confinement without entrapment (elevators) • limb entrapment
Stabilising the occupancy area may include:	• isolating utilities (power, gas, water etc.) • meshing gears on machinery
Hygiene precautions may include:	• avoiding contact with body fluids and tissue • decontaminating equipment at scene and placing protective clothing and gloves in a sealed bag for special dry cleaning • using correct personal protective clothing and equipment • using surgical gloves under protective work gloves • washing hands • wearing appropriate protective clothing
Gaining access to entrapped casualty/s may include:	• accessing elevator shaft • disassembling of machinery • managing moving machinery • managing utilities supplies • removing domestic plumbing equipment

Primary survey:	• is a methodical process used to quickly identify immediate life threatening injuries and conditions that require intervention
	• should be completed promptly upon initial patient contact if no immediate life threatening injuries and conditions requiring intervention are found during the survey
	• should be completed as soon as possible if it is interrupted
	• should only be interrupted when:
	  • life threatening condition is identified and immediate life saving interventions are initiated
	  • scene conditions require that the patient be moved immediately due to danger to first emergency care responders or the patient

Treating located casualty/s may include:	• first aid
Removing casualty/s may include:	• rescue/spine boards • stretchers • team stretcher handling
Preserving the scene may include:	• defining and redefining scene boundary • preserving evidence and related legal requirements

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	• securing the scene
Recovering, cleaning and servicing of equipment may include:	• contaminated clothing and equipment cleaned or disposed • equipment inspected for damage and serviceability • inventories checked
Signs and symptoms of operational stress may include:	• critical incident stress • dehydration • fatigue • hypothermia
Debriefings may include:	• critical incident stress debriefing • operational analysis • post-incident analysis • performance evaluations
Documentation may include:	• AIRS/coroner report • near miss injury report • notebooks completed • operational debrief • post operational analysis

Exposure records may include:	• reporting form that documents any exposure that may result in a short- or long-term associated injury such as:
	  • hazardous substances, such as dust, vapours, fumes, radiation and chemical substances
	  • heavy repetitive work over long periods of time
	  • lifting heavy loads
	  • noise
	  • psycho-social hazards (e.g. critical incident stress)

Unit Sector(s)

Not applicable.

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PUASAR027A Undertake land search rescue

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Fire specific prerequisite removed.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to search for and locate lost persons and/or items as a member of a land search team.

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

Application of the Unit

This unit applies to individuals who are required to perform a land search as a member of a team under the direction of team leader in a range of environments and conditions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for land search	1.1 ***Operation and task information*** is obtained and assessed and ***safety briefing*** is received. 1.2 ***Incident information*** is used to determine ***personal equipment*** needed for ***search operation*** appropriate to search terrain. 1.3 ***Search equipment*** is checked and packed for use appropriate for the expected ***terrain*** and ***conditions.***
2. Participate in search	2.1 ***Specified team roles*** and functions for search operations are carried out and safety briefing is conducted. 2.2 Search techniques are maintained, as specified by search coordinator. 2.3 Search boundaries are marked in line with task requirements. 2.4 ***Observation skills*** are applied and any clues to locate persons or objects are reported immediately in accordance with organisational procedures. 2.5 ***Communication*** is maintained within the team. 2.6 Personal capabilities and limitations are recognised and referred to supervisor.
3. Maintain search safety	3.1 ***Survival techniques*** are applied where required. 3.2 Search safety procedures are implemented in accordance with organisational policies and procedures. 3.3 Lost searcher procedures are implemented if required.
4. Preserve scene	4.1 Supervisor is immediately advised of located persons or findings in accordance with organisational procedures. 4.2 Initial preservation procedures are implemented to maintain the integrity of evidence. 4.3 Initial scene preservation is conducted in line with the organisational requirements.
5. Complete stand down	5.1 Search equipment is recovered, cleaned and

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ELEMENT	PERFORMANCE CRITERIA
procedures	maintained in accordance with manufacturer's guidelines and organisational procedures. 5.2 Operational debriefing is participated in and ***operational documentation*** is completed to organisational standards. 5.3 ***Symptoms of operational stress*** are recognised and reported. 5.4 Decontamination procedures are followed in accordance with organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply survival techniques
- deal appropriately with clues and location of objects and/or causalities
- implement lost searcher procedures
- implement spacing and boundary marking procedures
- maintain search information
- observation skills
- wear appropriate personal protective equipment (PPE) correctly
- work in a team

Required Knowledge

- local documentation requirements
- local hazards and environmental threats
- local operating procedures
- local operational briefing and debriefing procedures
- lost searcher procedures
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- procedures to locate person or object
- recall procedures
- relevant occupational health and safety principles and practices
- relevant state/territory search management arrangements
- requirements to preserve a crime scene and the preservation of evidence

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- signs and symptoms of operational stress

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • comply with search orders and organisational requirements • observe safety of self and others at all times during the search **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an industry-approved simulated and/or workplace environment involving land search rescues using a range of equipment. **Specific resources for assessment** Access is required to: • appropriate environment to conduct the search operation • other organisations
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate

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	• journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Operation and task information may include:	• access and egress routes • command, control and coordination arrangements • location • magnitude and type of incident • number and type of casualties • other organisations • potential hazards • weather conditions and forecasts
Safety briefing may include:	• appropriate PPE • care for other team members • changing light • fatigue management • identified hazards and risks • resupply • risks • situational awareness • own limitations • weather
Incident information may include:	• access and egress routes • command, control and co-ordination arrangements • emergency rendezvous points • number, nature and description of persons or objects that are the focus of the search • operating area • potential hazards • terrain and environmental information • time constraints • weather forecast
Personal equipment may include:	• food • notebook and pencil • overnight sleeping equipment

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	• personal first aid equipment • personal hygiene items • PPE, especially wet weather gear, cold weather clothing, sun protection • water
Search operations may include:	• operations are normally conducted in support of the police • searching for missing persons, objects or evidence • searching, most commonly, on foot – although searches may be undertaken from vehicles or on horseback, skis and snowshoes
Equipment may include:	• boundary marking tapes • compass or other positioning equipment • map • radio communications equipment
Terrain may include:	• forests • grassland • sand • snow • steep rock areas • urban areas

Conditions may include:	• hazardous environmental conditions including:
	  • adverse weather
	  • after dark operations
	  • dangerous flora and fauna
	  • difficult terrain
	  • time pressure
	• operating as part of a multi-agency response
	• urban or rural environments

Specified team roles may:	• be determined based on the selected search technique (as per national land search operations manual) such as:
	  • line search
	  • feature search
	  • track search

Observation skills may include:	• day vision skills • night vision skills
Communication may include:	• calming and reassuring a casualty • feedback of information • modes of communication as per organisational requirements

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Survival techniques may include:	• constructing fires • constructing temporary shelters • conserving water, food and energy • locating shelter • obtaining water • skills relevant to the local areas (such as cold, heat, terrain and forest)
Operational documentation may include:	• electronic recording devices • notes, sketches of findings or other relevant information required for potential coronial or other legal proceedings photos
Symptoms of operational stress may include:	• fatigue • headaches • illness • indecision • intolerance • lack of focus • nausea

Unit Sector(s)

Not applicable.

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PUASAR028A Undertake rescue from a partial structural collapse

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to provide safe and effective response to an incident involving compromised structural stability, partial or complete collapse to gain access to and extricate entrapped casualty/s.

This unit requires the responder to stabilise the structure. Where entrapped casualty/s or victims are present the responder is required to remove the casualty or victim using a range of techniques relevant to the type of structure and nature of entrapment.

This unit is designed for a response within the capability of a local response unit. This unit cannot be used to certify an operator as a member of an Urban Search and Rescue Task Force.

Application of the Unit

This unit applies to a member of a rescue team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUASAR023A Participate in an urban search and rescue Category 1

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for structural collapse operation	1.1 Operation and ***task information*** is obtained and assessed upon call out. 1.2 Appropriate ***rescue resources*** are identified and selected based on incident information received and checked to ensure they are ready for use. 1.3 ***Personal protective equipment*** (***PPE***) ***and clothing*** is selected based on the ***nature of the incident*** and rescue resources to be used. 1.4 ***Systematic approach*** to identifying potential hazards and associated risks is discussed with team members en route and on approach to the incident.
2. Establish and maintain rescue scene safety	2.1 ***Rescue scene reconnaissance*** and size up is conducted. 2.2 ***Situational*** and ***environmental hazards*** are identified, analysed, evaluated and ***treated***, marked and monitored. 2.3 ***Scene is managed to control access*** and maintain a safe and effective operational environment. 2.4 Communication with other personnel on site is established and maintained.
3. Determine location and condition of casualties	3.1 ***Evidence of the location of casualties*** within the collapsed structure is collected, analysed and reported in accordance with organisational policies and procedures. 3.2 Appropriate resources are used for surface or lightly trapped casualties. 3.3 Condition of surface or lightly trapped casualties and nature of entrapment is ascertained where possible. 3.4 Search marking systems are utilised where applicable.
4. Stabilise and make safe	4.1 Exclusion zone is established to provide a safe

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ELEMENT	PERFORMANCE CRITERIA
incident scene	working environment. 4.2 ***Stabilisation techniques*** are utilised to make the collapsed site safe. 4.3 Rescue operations can be conducted in a range of environments. 4.4 Incident scene is constantly monitored for situational and environmental hazards and structural stability to prevent injury to self or others.
5. Gain access to casualties	5.1 Techniques appropriate to the nature of the entrapment are utilised to access the casualty. 5.2 Located casualties are treated in consultation with medical personnel in accordance with organisational policies. 5.3 Hygiene precautions are implemented in accordance with organisational requirements.
6. Remove casualties	6.1 Techniques and ***equipment are used to remove the entrapped casualty or victim*** from within the structure. 6.2 Entrapped casualties are released, treated and stabilised in accordance with organisational procedures. 6.3 Casualties are removed from scene using recognised techniques. 6.4 Evidence of casualty's identity is collected and processed according to agreed procedures. 6.5 Appropriate actions are taken to preserve the incident scene where possible for evidentiary purposes.
7. Conclude rescue operations	7.1 Equipment is recovered, cleaned and serviced according to organisational standards and manufacturer's guidelines. 7.2 Hygiene precautions are implemented in accordance with the organisational requirements. 7.3 Signs and symptoms of operational stress are recognised are reported to relevant personnel. 7.4 ***Operational documentation*** is completed to organisational standards. 7.5 ***Exposure records*** are completed.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- establish exclusion zones
- operate equipment in accordance with organisational procedures
- take notes
- use appropriate rescue equipment
- use cutting and breaking equipment
- use debris removal techniques
- use generators and lighting equipment safely and effectively
- use lifting and hauling equipment
- use pneumatic equipment
- use props and basic shoring techniques
- use ropes, anchors and rigging systems
- wear PPE in accordance with organisational requirements
- work in teams
- work within the responsible agency's command and control structure

Required Knowledge

- agency incident command and control systems
- equipment capabilities and limitations
- medical considerations and patient packaging for structural collapse casualties
- operational briefing and debriefing procedures
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- principles of structural collapse operations
- relevant occupational health and safety (OH&S) principles and procedures
- signs and symptoms of operational stress

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence	Assessment must confirm the ability to: • work autonomously and as part of a team

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required to demonstrate competency in this unit	• conduct a dynamic risk assessment • maintain situational awareness and be alert to environmental and situational hazards • safely use debris removal, shoring and propping techniques • safely use hauling and lifting techniques • extricate casualty minimising further injury to self, others or the casualty • apply safe work practices in a range of environments **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed an industry-approved simulated and/or workplace environment involving structural instability and rescue. **Specific resources for assessment** Access is required to: • structural collapse rescue or simulation of a structural collapse incident • equipment, personnel, facilities etc. appropriate to the range of incidents covered by this unit of competency
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Task information may include:	• environmental and other hazards • nature, cause and location of incident • occupancy • type and magnitude of incident • type and number of casualties/vehicles • type of structure
Rescue resources may include:	• atmosphere monitoring equipment • buckets • chain saws • communications equipment • drills • electrical detectors • generators • hand tools • lifting/hauling equipment • lighting • medical equipment • ropes • shoring and building stabilisation • wheel barrows
Personal protective equipment and clothing must meet the desired Australian/New Zealand Standards and may include:	• boots • ear protection (plugs, and muffs) • eye protection (goggles, glasses) • gloves • hand held lighting • helmet and light • knee/elbow protection • masks and respirators • protective clothing • safety harnesses • surgical gloves • wet weather gear • whistle

Nature of the incident:	• structural instability due to:
	  • events of nature such as earthquake, flood, landslide, wind, storm
	  • explosions

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	• fire • inadequate construction • transport vehicle into residential or commercial building
Systematic approach must include:	• assessment i.e. call out and response, route, scene, liaison, casualties • positioning of vehicle i.e. dangers, access and casualties • procedures i.e. dangers, casualty protection, extrication, warning devices and lighting
Rescue scene reconnaissance must include:	• assessing physical features of structural collapse before rescue operations are deployed by supervisor • conducting size up • identifying hazards • maintaining liaison with primary response team and other relevant personnel • recognising personal capabilities and limitations and referring to supervisor • reporting need for additional personnel and/or specialist equipment to supervisor • reporting results to supervisor

Situational and environmental hazards may include:	• adverse weather conditions
	• below debris hazards, including:
	  • flooding
	  • oxygen deficient atmosphere
	  • toxic environment
	  • flammable environment
	  • different levels of elevation
	• biological hazards, including:
	  • body fluids
	  • untreated sewage
	  • dangerous goods and hazardous substances
	• overhead hazards, including:
	  • falling debris
	  • loose or unstable sections of structure
	  • power lines
	  • irrespirable atmospheres
	• surface hazards, including:
	  • climate
	  • different types of surfaces
	  • sharp and jagged objects

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	• water pooling • dust and wind • noise and vibration • utilities
Treating hazards may include:	• eliminating the hazard • isolating the area/source • stabilising overhead hazards • using atmospheric monitoring equipment • using PPE and clothing
Managing the scene to control access may include:	• implemented structural collapse marking system • sectorising site of structural collapse and defining boundaries
Evidence of location of casualties may include use of these search techniques:	• primary surface search and rescue: • audible • line and hail search • physical search • visual
Stabilisation techniques to make safe the incident scene may include	• controlling entry and entry permits if appropriate • cribbing • removing debris • tie backs • using shoring and props
Equipment used to remove the entrapped casualty or victim may include	• HAZMAT detection and isolation • cutting lifting and moving of: • general building material • other entrapment components • shoring stabilise and support structural components with use of: • cribbing and wedges • vertical, horizontal and window and/or door shores
Operational documentation may include:	• AIRS/coroner report • communication logs • equipment running and repair logs • incident reports • injury register • near miss/accident forms • notes or sketches and other relevant information required for potential coronal or other legal proceedings • operational debrief • site sectorisation plan

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Exposure records may include:	• reporting form that documents any exposure that may result in a short or long term associated injury such as:
	  • hazardous substances, such as dust, vapours, fumes, radiation and chemical substances
	  • heavy repetitive work over long periods of time
	  • lifting heavy loads
	  • noise
	  • psycho-social hazards (e.g. critical incident stress)

Unit Sector(s)

Not applicable.

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PUASAR029A Undertake a complex transport rescue

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to gain access to and extricate entrapped casualty/s from transport such as trains, trams, light aircraft (as defined by CASA) and self propelled heavy plant while minimising the potential for further injury and preserving the integrity of evidence.

This unit requires the responder to access entrapped casualty/s using a range of techniques and to operate specialist equipment to undertake the rescue.

This unit is designed to build on the skills and knowledge acquired in the competency PUASAR024A Undertake road crash rescue to extend the capability of a rescuer to perform rescues from trains, trams, light aircraft and self propelled heavy plant.

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

Application of the Unit

This unit applies to a member of a rescue team.

This unit may be customised to suit a range of complex transport incidents based on an organisational risk profile.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for complex transport rescue	1.1 Operation and ***task information*** is obtained and assessed upon call out. 1.2 Appropriate ***rescue resources*** are identified and selected based on incident information, received and checked to ensure they are ready for use. 1.3 Personal protective equipment (PPE) and clothing are selected based on nature of transport and type of collision. 1.4 ***Systematic approach*** to identifying ***potential hazards and associated risks*** is undertaken en route and on approach to the incident.
2. Establish and maintain rescue scene safety	2.1 ***Communication*** and ongoing liaison with rescue team members on site is established. 2.2 Liaison with ***other relevant personnel*** is established and maintained. 2.3 Rescue scene reconnaissance and size up is conducted. 2.4 ***Situational*** and ***environmental hazards*** are identified, analysed, evaluated and ***treated***, marked and monitored. 2.5 Rescue team is positioned taking into account ***potential dangers***, requirements for personnel and vehicles to ***access the scene***, and ***limitations of operating equipment.*** 2.6 ***Functional areas*** are established to support operations.

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ELEMENT	PERFORMANCE CRITERIA
	2.7 ***Warning devices*** are placed at appropriate distances from the scene to alert to approaching traffic of hazards or adverse road conditions. 2.8 Safe work area is established to protect casualty/s, emergency services personnel and members of the public. 2.9 Preventative action is taken to minimise the risk of fire or other potential hazards, where required. 2.10 ***Impact effects on transport*** and potential impact effects ***on casualty/s*** are assessed. 2.11 Techniques and equipment are employed to ***stabilise the transport*** and to make the incident site safe. 2.12 Scene lighting is established to reduce hazards associated with type of incident. 2.13 Specialist rescue resources are accessed based on the assessment of the incident.
3. Gain access to casualty/s	3.1 ***Hygiene precautions*** are implemented in accordance with organisational requirements. 3.2 Techniques and equipment are used to ***gain access to entrapped casualty/s*** within the vehicle/s. 3.3 ***Primary survey*** of casualty is undertaken to determine injury type and severity. 3.4 Injuries are confirmed that may complicate removal of the casualty/s from the vehicle and appropriate action is taken. 3.5 In the event of multiple casualties, triage assessment is undertaken to determine priorities for medical treatment and for extrication. 3.6 Need for additional personnel and/or specialist equipment is requested. 3.7 Support is provided to medical personnel assisting with the treatment of the entrapped person/s as required.
4. Extricate casualty/s	4.1 Casualty/s are protected from injury during extrication. 4.2 ***Treatment of located casualty/s*** is undertaken in consultation with medical personnel and in accordance with organisational policies. 4.3 Rescue techniques and equipment used by the rescue team take into account ***transport design***, materials and safety features that may impact on the

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ELEMENT	PERFORMANCE CRITERIA
	extrication. 4.4 Casualty/s are removed using ***recognised techniques*** and ***equipment.*** 4.5 Located casualty/s are released, treated and stabilised. 4.6 Evidence of casualty identity is collected and processed in accordance with organisational procedures. 4.7 Appropriate actions are taken to preserve the incident scene where possible for evidentiary purposes.
5. Conclude rescue operations	5.1 Equipment is ***recovered***, ***cleaned and serviced*** according to manufacturers' guidelines and organisational standards. 5.2 Fatigue and operational stress of team members is monitored and action taken to address identified issues. 5.3 ***Signs*** and ***symptoms*** of ***operational stress*** in self and others are reported to relevant personnel. 5.4 Operational ***debrief*** is attended and ***documentation*** is completed to organisational standards. 5.5 ***Hygiene precautions*** are implemented in accordance with the organisational procedures. 5.6 Exposure records are completed.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply transport stabilisation techniques
- establish functional areas
- extricate casualties safely
- handle stretchers safely
- implement safety procedures for 'height safety operations' in accordance with organisational procedures
- isolate transport utilities
- operate equipment to access entrapped casualty/s in accordance with organisational procedures
- undertake a primary survey

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- wear PPE and clothing in accordance with organisational requirements
- work within the responsible agency's command and control structure

Required Knowledge

- complex transport design and safety features
- capabilities and limitations of rescue equipment
- command and control structure
- electrical hazards
- hazard identification and dynamic risk assessment recording
- hazardous materials procedures
- hygiene precautions relative to biological contamination
- injury prevention and minimisation
- manual handling
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- primary survey
- procedures for gaining access to entrapped casualties in different types of complex transport
- procedures for preservation of integrity of evidence
- procedures for reporting injuries and accidents
- relevant legislation
- safe work practices
- scene assessment procedures
- sectorisation
- situational and environmental hazards
- specific emergency entrance and exit procedures (doors/windows)
- standard operating procedures
- symptoms of physical/emotional stress
- systematic approach
- team stretcher handling procedures
- types of personal protective clothing and equipment
- types of collisions

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • apply a systematic approach to a complex transport rescue and to implement safe work practices throughout the incident • safely and effectively gain access to entrapped casualties using techniques relevant to the type of

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	complex transport rescue impact • operate equipment to gain access to entrapped casualties in accordance with organisational procedures • maintain situational awareness and be alert to environmental and situational hazards • work effectively as a member of a rescue team **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an industry-approved simulated and/or workplace environment. **Specific resources for assessment** Access is required to: • simulation of a range of potentially complex transport mediums and their infrastructure • equipment, personnel, facilities etc. appropriate to a complex transport rescue incident training exercise
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Task information may include:	• environmental and other hazards at the scene • incident location and exact location of vehicles involved • other public safety organisations at the scene or en route • time of day and traffic obstructions caused by collision • types and number of vehicles involved and potential number of casualties • wind direction

Rescue resources may include:	• air operated equipment
	• ancillary equipment such as:
	  • airbag restraints
	  • stretchers
	  • elevated platforms
	• hot cutting equipment
	• electrical equipment
	• hand tools
	• hydraulic equipment
	• lifting and hauling equipment
	• rescue units and stowed equipment
	• stabilisation equipment
	• tool boxes

Personal protective equipment and clothing may include:	• boots • eye protection • gloves • hearing protection • helmets • knee/elbow protection • helmet
Nature of transport may include:	• heavy plant e.g. bulldozers • light aircraft • trains • trams

Types of collision may include:	• heavy plant:
	  • roll over
	  • impact with stationary object

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	• light aircraft:
	  • on take off and landing
	  • mid-air collision (impact into rural/urban environment)
	  • collision with structure
	• trains/trams:
	  • derailment
	  • roll over
	  • impact with another train
	  • impact with electrical infrastructure
	  • level crossing

Systematic approach must include:	• assessment i.e. on call out and response, en route, scene, liaison, casualties • positioning of vehicle i.e. dangers, access and casualties • procedures i.e. dangers, casualty protection, extrication, warning devices and lighting
Potential hazards and associated risks may include:	• downed powerlines • fuel • hazardous materials • overhead hazards • stability and position of vehicles involved • traffic in and around the incident location • unstable ground
Communication may include:	• radio communications (radio, telephones and information technology) • warning signals
Other relevant personnel may include:	• ambulance officers • company personnel • emergency services personnel • police • technical specialists • utility technicians • vehicle passengers
Rescue scene reconnaissance may include:	• collecting relevant information about casualty/s and hazards • isolating and eliminating utilities • surveying the incident scene
Situational and environmental hazards may include:	• biological hazards such as body fluids and tissue • climate • composite fibres

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	• dangerous goods and hazardous substances • different types of surfaces • dust and wind • noise and vibration • overhead hazards such as falling debris, power lines • pressurised containers • pyrotechnic safety device • structural instability • sharp and jagged objects • water and/or foam run off and oil
Treating hazards may include:	• eliminating the hazard • isolating the area/source • stabilising overhead hazards • using atmospheric monitoring equipment • using ppe and clothing
Potential dangers to be considered when positioning the rescue unit may include:	• downed power lines in the vicinity of the vehicle • down wind of contaminants • fuel • hazardous materials and locations where they collect • oncoming traffic • stability and position of transport involved • traffic in and around the incident location
Accessing the scene must include:	• allowing clear access and egress for other responding vehicles and ambulances • establishing a clear area to manoeuvre personnel, stretchers, charged hose lines and other equipment • placing rescue vehicle at an appropriate distance • specialist transport to move the equipment/personnel
Limitations of operating equipment may include:	• access to incident site • equipment capacities and limitations • working on uneven and soft ground
Functional areas may include:	• debris collection • decontamination • equipment • personnel staging • triage
Warning devices may include:	• flashing lights • traffic warning cones
Impact effects on transport	• damage to onsite hazardous infrastructure

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may include:	• frame deformation • occupant cell/s • structural integrity • supporting infrastructure
Impact effects on casualty/s may include:	• effect of types of collisions on the human body • crush syndrome • trauma
Stabilising the transport may include:	• chains, slings and winches • hydraulics • monitoring stabilisation • re-establishing mechanical braking systems • using step chocks and cribbing blocks
Hygiene precautions may include:	• avoiding contact with body fluids and tissue • decontaminating equipment at scene and placing protective clothing and gloves in a sealed bag for special dry cleaning • establishing decontamination areas • using correct personal protective clothing and equipment • using surgical gloves under protective work gloves
Gaining access to entrapped casualty/s may include:	• accessing doors • accessing emergency exits • accessing front • accessing roof • accessing side • managing electrical supplies • managing glass • removing debris

Primary survey:	• is a methodical process used to quickly identify immediate life threatening injuries and conditions that require intervention
	• should be completed promptly upon initial patient contact if no immediate life threatening injuries and conditions requiring intervention are found during the survey
	• should be completed as soon as possible if it is interrupted
	• should only be interrupted when:
	  • life threatening condition is identified and immediate life saving interventions are initiated
	  • scene conditions require that the patient be moved immediately due to danger to first emergency care responders or the patient

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Treating located casualty/s may include:	• assist medical personnel with patient triage if required • cervical collar • first aid • primary/secondary survey • respiratory protection, if required
Transport design may include:	• heavy reinforced compartment cell • maintaining body rigidity • major components such as frame (chassis), body parts, doors, windows, glass, seats, trim, removable panels, additional fittings and equipment, steering columns and wheels • light framed composite material • new safety systems • two storey transport
Recognised techniques may include:	• casualty packaging • team stretcher handling
Equipment for removing casualty/s may include:	• rescue/spine board • stretchers appropriate for packaging in a range of situations
Preserving the incident scene must include:	• disturbing only to gain access or make scene safe • not disturbing fatality scenes until police investigation activities are completed • preserving integrity of evidence
Recovering, cleaning and servicing of equipment may include:	• checking inventories • cleaning or disposing of contaminated clothing and equipment • inspecting equipment for damage and serviceability
Signs and symptoms of operational stress may include:	• anxiety • critical incident stress • fatigue • flashbacks • highly emotional behaviour • physical discomfort • poor concentration • sleep disturbances
Debriefing may include:	• critical incident stress debriefing • operational analysis • performance evaluations
Documentation may include:	• AIRS/coroner report • notebooks completed

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	• operational debrief
Hygiene precautions may include:	• avoiding contact with body fluids • decontaminating equipment and personnel • washing hands • wearing appropriate protective clothing

Exposure records may include:	• reporting form that documents any exposure that may result in a short- or long-term associated injury such as:
	  • hazardous substances, such as dust, vapours, fumes, radiation and chemical substances
	  • heavy repetitive work over long periods of time
	  • lifting heavy loads
	  • noise
	  • psycho-social hazards (e.g. critical incident stress)

Unit Sector(s)

Not applicable.

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PUASAR030A Undertake trench rescue

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to undertake trench rescue as member of a single agency or multi-disciplinary team.

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

Application of the Unit

The application of this unit in the workplace covers a range of trench rescue situations.

The unit is typically performed by personnel from emergency services and/or volunteer organisations or organisations working in environments where potential for trench collapse is prevalent.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUASAR022A Participate in a rescue operation

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the	Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for trench rescue operation	1.1 Operation and task incident information is obtained and analysed. 1.2 Shoring, propping and excavating equipment is identified and prepared for use. 1.3 ***Personal protective equipment*** and ***trench rescue equipment*** is selected relevant to trench rescue operation. 1.4 Any further details of the nature of the rescue are received en route. 1.5 Anticipated hazards and associated risks are discussed with rescue team members while on route.
2. Assess and manage a trench rescue scene	2.1 Physical features of a trench rescue are assessed before deploying rescue resources. 2.2 Trench rescue scene is managed to control access and to maintain a safe and effective operational environment. 2.3 ***Scene management*** procedures are followed in accordance with organisational procedures and legal requirements. 2.4 Communication with other personnel on site is established and maintained. 2.5 ***Situational and environmental hazards*** are assessed, minimised and controlled.
3. Stabilise the trench	3.1 Trench collapse pattern and signs of further collapse are identified. 3.2 Action to minimise further trench collapse is undertaken.
4. Locate and gain entry into a collapsed trench	4.1 Assessment is undertaken of incident scene to determine possible location of casualties. 4.2 Appropriate resources are used to assist in location of casualties. 4.3 Condition of casualties and nature of entrapment is

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ELEMENT	PERFORMANCE CRITERIA
	ascertained where possible in accordance with organisational procedures. 4.4 Appropriate excavation techniques are employed to gain access to casualties. 4.5 Located casualties are treated in consultation with medical personnel and in accordance with organisational policies. 4.6 Hygiene procedures are followed in accordance with organisational procedures.
5. Remove casualties	5.1 Entrapped casualties are released, treated and stabilised in accordance with organisational procedures. 5.2 Released casualties are removed using ***recognised techniques.*** 5.3 Appropriate actions are taken to preserve incident scene, where required.
6. Conclude rescue operations	6.1 Equipment is recovered, cleaned and maintained according to organisational procedures and manufacturer's guidelines. 6.2 Signs and symptoms of operational stress are recognised and promptly reported. 6.3 ***Operational documentation*** is completed to organisational standards.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- construct and install shoring and propping systems
- operate lifting systems
- operate lowering and hauling systems
- operate ventilation equipment

Required Knowledge

- atmospheric monitoring procedures
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- shoring and propping techniques
- soil stability

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- trench collapse patterns

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • shore, prop and shield • recognise further signs of trench collapse • apply safe work practices • extricate casualty minimising further injury to self or others **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an industry-approved simulated and/or workplace environment involving trench rescues using a range of equipment. **Specific resources for assessment** Access is required to: • appropriate location/venue/trench • organisational rescue equipment • personnel for team-based activities
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation

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	• interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Personal protective equipment may include:	• breathing apparatus/airline • gloves • hearing protection aids • helmets • safety glasses • safety lines • spillage/hazmat clothing
Trench is defined as:	• specified in state/territory legislation
Trench rescue equipment may include:	• atmospheric monitoring • excavating equipment • hand tools • pumps • shoring shields and propping equipment • ventilation equipment
Scene management may include:	• establishing and monitoring safety zones • establishing barriers and perimeter access controls • liaising with medical services • managing bystanders and media • preserving evidence
Situational and environmental hazards may include:	• exposure to toxic, biological or substance • falls from heights or into depths • further trench collapse • heat exhaustion or hypothermia • moving machinery either electrical or mechanical • tides • vibrations from external sources • water • weather
Recognised removal	• propping

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techniques may include:	• shielding and excavating • shoring
Operational documentation may include:	• field notes • incident reports • legislation • notebooks, logbooks • organisational policies and procedures • post operational report • related legal requirements

Unit Sector(s)

Not applicable.

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PUASAR031A Undertake an urban search and rescue Category 2

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to provide safe and effective rescue to an urban search and rescue (USAR) incident as a Category 2 technician who is a member of a USAR task force.

USAR is a specialised technical rescue capability for the location and rescue of entrapped people following a structural collapse.

This unit covers locating and removing trapped and often injured live casualties or deceased victims from partially or totally collapsed structures or environments and providing emergency medical care, where required.

The types of incidents that may require the skills and knowledge of a USAR Category 2 technician working as a member of a USAR task force include earthquake, terrorist incident, aircraft crash, disaster or major structural collapse.

The unit also includes the application of the specialist equipment and techniques used at a USAR incident and the ability to work as an effective member of a team.

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

Application of the Unit

This unit applies to the role of a USAR Category 2 technician performing this role as a member of a USAR task force.

This role is based on a national capability requirement to deploy competent personnel to any USAR incident.

There are three nationally agreed levels of capability, commencing with PUASAR023A Participate in an urban search and rescue Category 1.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUASAR023A Participate in an urban search and rescue Category 1

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and plan to respond to USAR incidents	1.1 ***Personal documentation*** and ***personal kit*** are prepared appropriate to the nature of the incident and length of deployment. 1.2 Operation and ***task information*** is ***sourced*** and analysed. 1.3 Based on incident information received, appropriate ***rescue resources*** are identified, selected and checked to ensure they are ready for use. 1.4 ***Personal protective equipment*** (***PPE***) ***and clothing*** is selected based on the nature of the incident and rescue resources to be used.
2. Mobilise as part of a task force	2.1 Adequate communications are maintained with the task force reconnaissance team while en route to the incident site. 2.2 Personal conduct is in accordance with applicable ***situational and cultural sensitivities*** and organisational. requirements 2.3 ***Briefing*** from ***relevant personnel*** is received on

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ELEMENT	PERFORMANCE CRITERIA
	arrival at the incident.
	2.4 Personal hygiene and safety is maintained while deployed in remote conditions.
3. Assess and work within USAR incidents	3.1 ***Rescue scene reconnaissance*** is undertaken with other team members.
	3.2 Scene is ***managed*** to control access and to maintain a safe and effective operational environment.
	3.3 Initial site ***blitz*** is undertaken with other team members..
	3.4 Establishment of a ***base of operations*** is undertaken with other team members as appropriate to the nature of the incident and deployment.
	3.5 ***Communication*** is established with other relevant personnel.
	3.6 ***Appropriate marking systems*** are used.
	3.7 Personal wellbeing and fatigue management strategies are monitored.
	3.8 ***Allocated rescue***, ***logistics and communications tasks*** are undertaken by the operator as directed.
4. Determine location and condition of casualties	4.1 ***Search techniques*** and ***equipment*** are used to locate trapped casualties under the surface, in ***voids and spaces***, and from heights.
	4.2 Nature of casualty entrapment is ascertained where possible.
	4.3 ***Primary survey*** of casualty is undertaken to determine injury type and severity.
5. Gain access to casualties	5.1 Exclusion zone is established to provide a safe working environment.
	5.2 ***Stabilisation techniques*** are utilised to make the collapsed site safe.
	5.3 ***Techniques appropriate to the nature of the entrapment*** are used to access the casualty.
	5.4 Located casualties are ***treated*** in consultation with medical personnel in accordance with organisational policies.
	5.5 Rescue operations are conducted in a ***range of environments.***
	5.6 Incident scene is constantly monitored for situational and environmental ***hazards***, and structural stability to prevent injury to self or others.
6. Remove casualties and	6.1 Casualties and victims are removed using ***recognised***

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ELEMENT	PERFORMANCE CRITERIA
victims	***techniques and equipment.***
	6.2 Evidence of victim identity is collected and processed in accordance with jurisdictional disaster victim identification procedures.
	6.3 Appropriate actions are taken to preserve the incident scene where possible for evidentiary purposes.
7. Demobilise as part of a Task Force	7.1 Equipment is ***recovered***, ***cleaned and serviced*** according to manufacturer's guidelines and organisational standards.
	7.2 Disestablishment of the base of operation is undertaken with other team members.
	7.3 Operational readiness is maintained to support redeployment of task force team and individual members, if required.
	7.4 Signs and symptoms of operational stress in self and others are reported to relevant personnel.
	7.5 Fatigue and operational stress of team members is monitored and action is taken to address identified issues.
	7.6 Operational ***debrief*** is attended and ***documentation*** is completed to organisational standards.
	7.7 Hygiene precautions are implemented in accordance with organisational requirements.
	7.8 ***Exposure records*** are completed.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply casualty packaging techniques for confined spaces
- apply marking systems
- cut concrete, reinforcing bar, structural steel, timber and a range of non-structural components and contents
- operate equipment in accordance with organisational procedures
- take notes
- use air bags and other lifting equipment
- use concrete cutting, coring, breaching and lifting equipment
- use generators and lighting equipment safely and effectively

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- use heavy duty cutting, breaking and lifting equipment
- use jacks and props
- use ropes, anchors and rigging systems
- use safe debris tunnelling techniques
- use safe manual handling techniques
- use shoring and cribbing techniques
- use structural collapse rescue equipment
- use visual and audible locating devices
- wear personal protective equipment in accordance with organisational requirements
- work within the responsible agency's command and control structure
- work in teams

Required Knowledge

- agency incident command and control systems
- casualty search techniques, strategies and considerations
- coronial and other legal documentation requirements
- disaster victim identification procedures
- engineering considerations for structural collapse
- equipment capabilities and limitations
- heavy lifting techniques
- improvised explosive devices
- medical considerations and casualty packaging for structural collapse casualties
- operational briefing and debriefing procedures
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- principles of a dynamic risk assessment
- principles of structural collapse operations
- procedures for atmospheric monitoring
- relationship of local USAR teams with local rescue response and emergency management
- relevant legislation and standards
- relevant occupational health and safety (OH&S) principles and procedures
- risks associated with working in a confined space
- signs and symptoms of operational stress
- structural monitoring techniques
- types of construction and collapse

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • work autonomously and as part of a team • maintain situational awareness and be alert to environmental and situational hazards including using acquired knowledge of collapse patterns in structures, be able to assess and evaluate potential risks and hazards and put in place strategies prior to them becoming a threat to the team working in the area • safely use tunnelling techniques • safely use shoring and cribbing techniques, and construct and safely assemble the required range of shoring and cribbing sets needed to allow teams to safely move in and around a collapsed or partially collapsed structure/zone • safely use breaching, coring, cutting equipment • extricate casualty minimising further injury to self or others • apply safe work practices in a range of environments • mobilise and participate in establishing a remote base of operations • prioritise, package and handle patients in surface and confined space environments **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an industry-approved simulated and/or workplace environment where: • rescue techniques are applied throughout a 48 hour (minimum) continuous exercise to incorporate a minimum of three shift changes • designated roles as an active team member are performed within a task force structure and given scenarios • mobilisation and remote living procedures of a USAR task force are rehearsed.

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	Specific resources for assessment Access is required to: • USAR incident or simulation of a USAR incident in a multi-agency response environment • equipment, personnel, facilities etc. appropriate to a USAR incident
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Personal documentation may include:	• field operations guide • medical clearance for international travel • medication lists • passport and other travel documentation • passport photos • personal identification documentation • record of inoculations/vaccinations required for international travel
Personal kit may include:	• suitable and sufficient personal clothing and personal/health items commensurate with the duration and nature of deployment
Task information may	• cause of collapse

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include:	• current situation • emergency evacuation procedures/point • environmental and other hazards • incident location • local cultural awareness • occupancy • other public safety organisations • safety and security, including potential hazards e.g. HAZMAT • special or unusual considerations • type and magnitude of incident • type and number of casualties/vehicles • type of collapse • type of structure • weather
Sources of information may include:	• Emergency Management Australia (EMA) • Global Disaster Alert and Coordination System (GDACS) • incident controller • local emergency management authority (LEMA) • Office of Coordination and Humanitarian Affairs (OCHA) • onsite operations coordination centre (OSOCC) • reception/Departure Centre (RDC) • reconnaissance team • relief web • situation reports • task force leader • team leader • United Nations Disaster Assessment Coordination (UNDAC) • virtual OSOCC
Rescue resources may include:	• atmosphere monitoring equipment • canine search teams • concrete breaking and breaching equipment • cutting equipment for structural steel and reinforcing • earth moving equipment • electrical and lighting • hand tools • heavy lifting equipment • medical equipment • shoring and building stabilisation

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Personal protective equipment and clothing must meet the Australian/New Zealand Standards (if applicable) and may include:	• technical search equipment • vertical access equipment • atmospheric monitoring equipment • boots • breathing apparatus/airlines • chaps • chemical splash suit/fully encapsulated gas-tight suits • ear protection (plugs, and muffs) • eye protection (goggles, glasses) • gloves • hearing protection • helmet and helmet light • knee/elbow protection • masks and respirators • protective clothing • safety harnesses • surgical gloves • thermal clothing • torch • wet weather gear • whistle
Situational and cultural sensitivities may include:	• diversity • ethnicity • gender • INSARAG Guidelines • organisational code of conduct • political • religious
Briefings may include:	• command structure and communication plan • Incident Action Plan • intelligence regarding potential location of casualties within a collapsed structure • liaison with reconnaissance team • recording requirements, logistical arrangements • safety hazards (known and potential), escape routes, refuge areas • situation reports
Relevant personnel may include:	• relevant local emergency management personnel
Rescue scene reconnaissance may include:	• assessment of need for additional resources (equipment and/or personnel)

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	• assessment of situational and environmental hazards • building mapping and note taking • collecting relevant information about structural damage, physical characteristics, casualties, victims, hazards • dynamic risk assessment and implementation of appropriate control measures • establishing communication with local emergency management authority • implementing phases of a collapse rescue plan • isolating and eliminating utilities such as broken gas pipes, damaged electrical wiring, leaking water • relating knowledge of building and structure classifications to the incident scene • securing and preserving the scene • structural assessment and triage • surveying the incident scene • verifying validity of information
Managing the scene to control access may include:	• determining cold, warm and hot zone • restricting access by non-task force personnel • sectorising site of structural collapse and defining boundaries • tag in and tag out procedures
Blitz may include:	• commitment of task force resources to ensure incident scene is surveyed as effectively as possible to identify hazards and determine priorities in accordance with the rescue scene reconnaissance
Base of operations may include:	• base of operations management • communications • equipment maintenance and repair area • food and water • medical care • potential locations • safety and security considerations • sanitation and hygiene • search canine area • shelter for personnel and equipment • waste collection area
Communication may include:	• information technology • internet access • marking systems • radio communications (VHF/UHF) • satellite/mobile phone

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Appropriate marking systems include:	• whistle/horn warning signals • cylume sticks • geographic area structure identification (sectorisation) • INSARAG Guidelines and methodology • location identification within single structures • marking materials • map symbols • marking tape • personnel role identification • signage • structure assessment marking • team function identification • victim extrication marking • victim location marking

Allocated rescue, logistics and communications tasks may include:	• communications tasks:
	  • operate communications in support of the task force
	  • maintain functionality of task force communications equipment
	• logistic tasks:
	  • maintain task force cache
	  • service repairs and maintenance
	  • operate logistically in support of the task force, transport, maintaining base operations
	• rescue tasks:
	  • displacement of structural components to perform a rescue
	  • rescuing entrapped persons from heights/depths/voids
	  • rescuing lightly trapped casualties using equipment appropriate for task
	  • undertaking technical search operations

Search techniques and equipment to locate trapped casualties may include:	• primary surface search and rescue:
	  • audible
	  • line and hail search
	  • physical void search
	  • visual
	  • canine search team
	• technical search equipment:
	  • acoustic/seismic location detectors

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	• search cameras • thermal imaging camera
Voids and spaces may be:	• in basements • in rooms that have not completely collapsed but where the entrance is blocked • in vehicles • lift shafts • sheltered parts of a building that may have avoided damage • under stairs • under a collapsed floor

Primary survey:	• is a methodical process used to quickly identify immediate life threatening injuries and conditions that require intervention
	• should be completed promptly upon initial patient contact if no immediate life threatening injuries and conditions requiring intervention are found during the survey
	• should be completed as soon as possible if it is interrupted
	• should only be interrupted when:
	  • life threatening condition is identified and immediate life saving interventions are initiated
	  • scene conditions require that the patient be moved immediately due to danger to first emergency care responders or the patient

Stabilisation techniques may include:	• controlling entry and entry permits if appropriate • debris tunnelling • removing debris • safe havens • use of shoring and props

Techniques appropriate to the nature of the entrapment must include:	• HAZMAT detection and isolation
	• individually or as part of a team demonstrate s breaking and breaching:
	  • concrete coring
	  • penetrating below to a void space
	  • penetrating laterally through a load bearing wall to a void space
	  • penetrating overhead to a void space
	  • dirty and clean breaches
	• cutting:
	  • concrete

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	• reinforcing bar • structural steel • timber • non-structural components and contents • equipment (shackles, slings, etc.) and expertise to support lifting the loads utilising local heavy equipment (e.g. cranes) • lifting and moving concrete slab • lifting equipment to move loads • individually or as part of a team demonstrate shoring – stabilising and supporting structural components with the use of: • cribbing and wedges • T shore, sloped floor shore, laced post shore, vertical/dead shore; raker/multiple raker shore • split sole shore • window/door shores • horizontal shores • constructing and utilising a vertical raising and lowering system
Treating located casualties may include:	• assisting medical personnel with patient triage if required • first aid • packaging and removal of casualties for handover to local authority • primary/secondary survey • respiratory protection, if required
Range of environments may include:	• act of terrorism such as bombing • aircraft crash • any other structural collapse incident • enclosed and partially enclosed spaces • hazardous, unpredictable, subject to time pressure, chaotic and exposure of responders to risk by day or night • natural disaster such as flooding, cyclone, tsunami, earthquake, bushfire, landslide • operations in confined spaces and voids • urban debris (such as a rubble pile, concrete walls, floors, columns and beams; structural steel, reinforcing bars and timber)
Hazards may include:	• Adverse weather conditions • dangerous goods and hazardous substances • below debris hazards, including:

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	• flooding • oxygen deficient atmosphere • toxic environment • flammable environment • different levels of elevation • biological hazards, including: • body fluids • decomposing bodies • untreated sewage • irrespirable atmospheres • overhead hazards, including: • falling debris • loose or unstable sections of structure • power lines • structural instability due to: • events of nature such as earthquake, flood, landslide, wind • explosions • fire • inadequate construction • surface hazards, including: • climate • different types of surfaces • sharp and jagged objects • water pooling • dust and wind • noise and vibration • utilities
Recognised techniques and equipment for removing casualties may include:	• creation of exit route for technicians and packaged casualty • mechanical advantage hauling/lowering systems • stretcher packaging as appropriate: • rescue/spine board • stretchers appropriate for packaging in a range of situations • team stretcher handling
Recovering, cleaning and servicing equipment may include:	• checking inventories • cleaning or disposing of contaminated clothing and equipment • conducting a general clean up of the rescue work

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	areas • inspecting equipment for damage and serviceability • reviewing the possibility of donating equipment • safety and security issues
Debriefings may include	• assessing equipment function and suitability • identifying opportunities for improvement • identifying and reinforcing areas of positive work practices and systems • identifying welfare needs, and sourcing and implementing solutions • reviewing tactics and techniques and identifying deficiencies and solutions
Documentation may include:	• AIRS/coroner report • communication logs • equipment running and repair logs • incident reports • injury register • memorandums of understanding • near miss forms • notes or sketches and other relevant information required for potential coronal or other legal proceedings • operational debrief • site sectorisation plan

Exposure records may include:	• reporting form that documents any exposure that may result in a short- or long-term associated injury such as:
	  • dangerous goods and hazardous substances, such as dust, vapours, fumes, radiation and chemical substances
	  • heavy repetitive work over long periods of time
	  • lifting heavy loads
	  • noise
	  • psycho-social hazards (e.g. critical incident stress)

Unit Sector(s)

Not applicable.

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PUASAR032A Undertake vertical rescue

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to undertake vertical rescue in a range of emergency situations in natural and man-made environments.

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

Application of the Unit

The application of this unit in the workplace covers a range of vertical rescue situations.

The unit is typically performed by personnel from emergency services and/or volunteer organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUASAR022A Participate in a rescue operation

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and respond to vertical rescue	1.1 ***Operation and task information*** is obtained from a variety of ***sources*** and analysed, and team roles are confirmed. 1.2 ***Vertical rescue equipment*** is selected based on incident information and is checked to ensure it is ready for use. 1.3 Personal protective equipment for vertical rescue is selected.
2. Assess scene	2.1 Appropriate actions are taken to preserve incident scene. 2.2 Scene reconnaissance is conducted and results are reported. 2.3 ***Scene management procedures*** are followed in accordance with vertical rescue procedures and legal requirements. 2.4 ***Physical and environmental features*** of scene are assessed before deploying rescue resources. 2.5 Risk assessment is conducted and communicated as per organisational procedures. 2.6 Access is controlled and a safe and effective ***operational environment*** is maintained. 2.7 Communication with other personnel on site is established and maintained including team and safety briefings relevant to task. 2.8 Location and condition of casualty is determined.
3. Establish vertical rescue system	3.1 Rescue ***system*** is constructed according to type of incident. 3.2 Anchors are established and monitored. 3.3 Equipment is prepared and techniques are used in accordance with manufacturer's guidelines and organisational procedures.
4. Perform vertical rescue	4.1 Hygiene precautions are maintained in accordance with organisational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	4.2 Access is gained to casualties or trapped persons using organisationally approved techniques and equipment. 4.3 Casualties or trapped persons are secured and prepared for removal in consultation with medical personnel. 4.4 Casualties are removed using ***vertical rescue techniques*** and equipment while preventing further injury. 4.5 Scene is ***preserved*** for investigating officers.
5. Terminate vertical rescue operations	5.1 Equipment is recovered, cleaned and serviced in accordance with manufacturer's guidelines and organisational procedures. 5.2 Where identified, signs and symptoms of operational stress are recognised and reported. 5.3 Operational debrief is conducted and ***operational documentation*** is completed to organisational standards. 5.4 Decontamination procedures are followed in accordance with organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- check, service and maintain vertical rescue equipment
- control infection
- escort stretchers in raising and lowering operations
- establish, maintain, monitor and use:
  - ascent and descent systems
  - safety systems
  - stretcher rigging
- implement safe and effective scene management procedures
- manage edge protection
- treat and package casualties
- undertake scene assessment and reporting
- use personal protective and rescue equipment within its safe work limitations
- wear appropriate personal protective and rescue equipment correctly

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- work in a team

Required Knowledge

- breaking strains
- casualty assessment and packaging
- emergency management and interagency arrangements
- equipment characteristics
- operation of high lines (span line, Tyrolean etc.)
- operational briefing and debriefing procedures
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- organisational procedures for operating vertical rescue equipment
- personal hygiene protocols
- principles of suspension trauma
- reconnaissance techniques
- relevant legislation
- relevant occupational health and safety (OH&S) principles and practices
- safe working loads of equipment
- safety factors and safe working loads
- signs and symptoms of operational stress
- vertical rescue concepts and practices
- voice, whistle and other communication systems

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • establish safe systems to gain access to and recover casualties • extricate casualty minimising further injury or discomfort while conducting rescue operation • apply safe work practices **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific	**Context of assessment**

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resources for assessment	Competency should be assessed in an industry-approved simulated and/or workplace environment involving vertical rescues using a range of equipment. **Specific resources for assessment** Access is required to: • an appropriate venue for vertical rescue activities • organisational vertical rescue equipment and personnel for team-based activities
Method of assessment	This unit may be assessed with the following unit: • PUATEA002B Work autonomously In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Operation and task information may include:	• access and egress routes • clearly defining team roles (team leader, safety officer, technicians) • command, control and coordination arrangements • location • magnitude and type of incident

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	• number and type of casualties • other organisations • potential hazards • weather conditions and forecasts
Sources may include:	• pager • people on scene • public • other organisations
Vertical rescue equipment may include:	• anchors • ascending and descending devices • binoculars • edge management devices • edge protection • karabiners • lighting and generator • pulleys • rescue rope to AS 4142.3-1993 Fibre ropes – Man-made fibre rope for static life rescue lines; AS 4143.6-1996 Methods of test for fibre ropes – Resistance to abrasion; AS/NZS 1891 Industrial fall-arrest systems and devices • slings • specialist communications equipment • stretchers • tapes
Scene management procedures may include:	• establishing and monitoring safety zones • establishing barriers and perimeter access controls • liaising with the media • managing bystanders and media • preserving the crime scene
Preserving the incident scene must include:	• disturbing only to gain access or make scene safe • not disturbing fatality scenes until police investigation activities are completed • preserving integrity of evidence
Physical and environmental features may include:	• air quality • anchor points • cold rain • clearances • exhaust or steam outlets • exposed or hazardous electrical conductors • exposed unprotected edges

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	• fuels and chemicals • greasy or oily surfaces • ground stability • high winds • hot and/or humid conditions • hot surfaces • irrespirable atmospheres • loud noises • low light environments • moving machinery • physical features such as slopes: • loose surfaces • sheer face • overhangs • snow and ice • swift water • tides/waves/surf movements • unstable structures
Operational environments may include:	• man-made such as tower structures, mines and shafts • natural such as trees, cliffs, caves
Systems may include:	• edge management • hauling • high line or tyrolean • lowering
Vertical rescue techniques will be determined by:	• organisational policy and procedures • type of vertical rescue system adopted
Operational documentation may include:	• equipment running logs • notes • organisational procedures and related legal requirements • sketches • vehicle logs

Unit Sector(s)

Not applicable.

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PUASAR033 Perform land based swiftwater and floodwater rescue and recovery

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit covers the competency required to perform land-based swiftwater and floodwater rescues and recoveries as a member of a specialist team.

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

Application of the Unit

This unit applies to personnel who perform a narrow range of land based rescues from a swiftwater and floodwater environment while applying fundamental operational knowledge and working under direct supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

HLTFA301C Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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	Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare and respond to the rescue	1.1 Operation and task information is obtained from communication centre or supervisor. 1.2 ***Rescue equipment/resources*** are identified and selected based on incident information as directed by supervisor. 1.3 ***Personal protective equipment*** is selected based on nature of the rescue operation. 1.4 Any further details of the nature of the rescue are received en route. 1.5 Anticipated ***situational and environmental hazards*** are discussed with rescue team members while on approach.
2 Participate in assessing the rescue scene	2.1 Information is collected from ***relevant persons*** at scene and observations are made of the scene to determine location, number, ***entrapment*** and condition of casualties. 2.2 Potential situational and environmental hazards to self and others are identified and reported to supervisor. 2.3 Control procedures are implemented as directed by supervisor. 2.4 Based on assessment of rescue scene, personal capabilities and limitations are recognised and referred to supervisor. 2.5 Need for additional personnel and/or specialist equipment is reported to supervisor. 2.6 ***Communication*** with other team members is maintained using situation-appropriate techniques and terminology.
3 Participate in developing primary and secondary rescue plans	3.1 ***Rescue and recovery techniques*** suitable to the casualty condition, entrapment, location and swiftwater and floodwater conditions are identified. 3.2 Primary and secondary rescue plans are formulated in consultation with other team members and ***other agencies***, and reported to supervisor. 3.3 Equipment and resources required to perform identified land based rescues and recoveries in

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	swiftwater and floodwater as identified by the rescue plan are selected. 3.4 In conjunction with the primary plan, deployment of the secondary rescue plan downstream is implemented and acted upon.
4 Gain access and perform rescue on casualty	4.1 ***Isolation techniques*** are used to stabilise positioning of casualty to assist in extrication and manage conscious casualty/s. 4.2 Land based rescue techniques and equipment are deployed to gain access to the casualty as identified in the rescue plan. 4.3 Rescue plan is implemented and casualty is extricated from entrapment or secured by using rescue techniques and equipment.
5 Remove casualty from swiftwater and floodwater	5.1 Casualties are retrieved from swiftwater and floodwater using ***recognised techniques for removal*** and in accordance with ***organisational policies and procedures.*** 5.2 Casualties are ***packaged and handled*** in accordance with organisational emergency care procedures, or as directed by ***first aid or medical personnel.***
6 Conclude swiftwater and floodwater rescue	6.1 Prior to leaving the scene, equipment is recovered, cleaned and maintained in accordance with manufacturer's guidelines and organisational procedures. 6.2 During cleaning of rescue equipment and personal protective equipment, hygiene procedures are followed in accordance with organisational procedures. 6.3 Where identified, signs and symptoms of operational stress in self and others are recognised and reported to appropriate personnel. 6.4 Operational debrief is participated in and documentation is completed to organisational standards and job role.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- anticipate and mitigate hazards and risks

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- determine rescue and recovery methods using yell/talk, reach and throw strategies
- identify changes in casualty condition and position
- identify changes in water flow, currents, eddies and other hydrological features
- identify hazards and risks
- inform appropriate people of progress based on organisational procedures
- interact with other members of the rescue team, casualty and others
- provide first aid select equipment and resources
- swim defensively
- throw equipment to reach a swimmer in swiftwater and floodwater
- use equipment to reach a swimmer in swiftwater and floodwater
- work as part of a team and support others in the rescue operation

Required Knowledge

- aggressive and defensive swimming techniques to escape hazards
- basic knots and anchors
- basics of swiftwater and floodwater hydrology and meteorology, and the impact this will have on the water flow
- behaviour of vehicles trapped in swiftwater and floodwater
- composition of team, and roles and responsibilities of team members
- hazards and risks associated with land-based swiftwater and floodwater rescues and recoveries
- organisational communication techniques used during rescue operation
- patient handling and packaging including the treatment of spinal injuries in the context of a swiftwater and floodwater incident
- potential contaminants in water and their potential impact on the rescuer and casualty
- principles of dynamic risk assessment
- principles of entrapment
- psychological considerations of swiftwater and floodwater rescue for the rescuer, casualty (normal survivor behaviour, panic, counter-panic casualty, instinctive drowning response), onlookers and the potential need for support resources
- relevant legislation and organisational policies and procedures to enable safe conduct of all swiftwater and floodwater rescues and recovery activities (e.g. rescue rating system relating to land-based rescues for swiftwater and floodwater)
- rescue and recovery equipment, characteristics, advantages and disadvantages, and its care and maintenance to enable appropriate selection and use
- search techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the

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Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • assess rescue situation to identify potential hazards and risks, and determine efficient rescue and recovery techniques • select and use rescue equipment and resources, including mechanical advantage systems, in a variety of swiftwater and floodwater rescue and recovery situations • communicate with other members of the rescue team and adapt to problems or issues that may arise during swiftwater and floodwater rescues and recoveries to ensure safety of self and group • evaluate and reflect on own rescue and recovery performance to identify strengths, weaknesses and areas that need improvement **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in swiftwater and floodwater relevant to the job role. **Specific resources for assessment** Access is required to: • simulated swiftwater and floodwater location • personnel for team based rescues • rescue, recovery, safety, first aid and activity-specific equipment and resources
Method of assessment	Assessment should be conducted by direct observation in either the workplace (through recorded subject matter supervision and/or mentoring) or the training environment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Rescue equipment/resources must include:	• descenders
	• float ropes
	• harnesses
	• hose inflators and encaps
	• hot stick
	• level ii personal floatation devices
	• life rescue ropes
	• locking ‘d’ alloy carabiners
	• loud hailer
	• portable radios
	• pulleys
	• stretchers
	• strobe lighting
	• throw bags
	• vehicle
	• And may also include:
	  • cyalume sticks
	  • line throwing device
	  • helicopters
	  • safety and first aid equipment
	  • sledge hammer
	  • steel pickets for anchoring

Personal protective equipment must include:	• appropriate footwear
	• appropriate level ii personal floatation devices
	• helmet appropriate for swiftwater and floodwater
	• whistles
	• And may also include:
	  • eye protection
	  • gloves
	  • headlamps
	  • knives
	  • overalls
	  • torches

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	• wet weather gear
Situational and environmental hazards may include:	• adverse water conditions • availability of assistance • below surface debris hazards • biological contaminants • boat wraps • confluence • cushions and/or stacked water cushions • culverts • diseases and infections • downstream and upstream v's • eddies • entrapment hazards • haystacks and standing waves • holes, stoppers and keepers • inundation • lightning • low visibility • manholes • overhead hazards • rocks • snakes and other dangerous animals • strainers • surface debris hazards • undercuts • utilities – electrical • water contaminants • water borne hazards • water depth • water hydraulics • waterfalls • weirs
Relevant persons may include	• bystanders • other agencies • other casualties
Entrapment may include	• body • limb • recirculation • rope entanglements
Communication may include	• hand signals • radio

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	• verbal • whistle signals • written documents
Rescue and recovery techniques must include:	• inflatable fire hoses techniques • reach rescue techniques • throwing bag rescue technique • yelling
Other agencies may include:	• ambulance service • interagency departments • police • state emergency service
Isolation techniques may include:	• hand signals • yelling
Recognised techniques for removal may include:	• manual carry • stretcher
Organisational policies and procedures may include:	• access to medical personnel • code of ethics • communication protocols • emergency care • manufacturer's design specifications and recommendations for equipment use • occupational health and safety • removal of casualties • use, maintenance and storage of equipment
Packaging and handling casualties may include:	• extrication device • stiff neck collar
First aid or medical personnel may include:	• doctors • first aider • nurses • paramedics
Operational debrief may include:	• areas where improvements can be made • organisational strengths that can be built on • validation of the participation of teams and individuals
Documentation may include:	• accident/injury report • incident report forms • risk assessment forms
Organisational standards may include:	• documentation to meet another agency’s operational requirements

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Unit Sector(s)

Not applicable.

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PUASAR034 Undertake swiftwater and floodwater rescue and recovery

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit covers the competency required to undertake swiftwater and floodwater rescues and recoveries as a member of a specialist team.

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

Application of the Unit

This unit applies to personnel who are skilled operators who apply the full range of rescues within a swiftwater and floodwater environment, using some discretion and judgement and relevant theoretical knowledge. They may provide technical advice and support to a team and may adopt a leadership role during the rescue.

A person operating at this level will not be performing under direct supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUASAR033 Perform land based swiftwater and floodwater rescue and recovery

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
1. Prepare and respond to the rescue	1.1 Operation and task information is obtained from communication centre or supervisor. 1.2 ***Rescue equipment/resources*** are identified and selected based on incident information received. 1.3 ***Personal protective equipment*** is selected based on the nature of the rescue operation. 1.4 Any further details of the nature of the rescue are received en route. 1.5 Anticipated ***situational and environmental hazards*** are discussed with rescue team members while on approach and are used as the basis for the development of a rescue plan.
2. Assess the rescue scene	2.1 Information is collected from ***relevant persons*** at scene and observations are made of the scene to determine location, number, ***entrapment*** and condition of casualties. 2.2 Risk assessment on situational and environmental hazards is conducted and control measures to ensure safety to self, other team members and casualty are developed. 2.3 ***Communication*** with other team members is maintained during assessment to gather further information from their observations. 2.4 Request for additional personnel and/or specialist equipment based on risk assessment is reported to supervisor. 2.5 Personal capabilities and limitations of self and other team members are recognised and referred to the supervisor, based on assessment of rescue scene.
3. Develop primary and secondary rescue plans	3.1 ***Rescue and recovery techniques*** suitable to the casualty condition, entrapment, location and swiftwater and floodwater conditions are identified. 3.2 Primary and secondary rescue plans are developed based on risk assessment, identification of appropriate rescue and recovery techniques and

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	consultation from team members and ***other agencies.***
	3.3 Equipment and resources are selected to perform rescues and recoveries as identified by the rescue plan.
	3.4 Job roles and equipment are allocated to other team members.
	3.5 In conjunction with the primary plan, deployment of secondary rescue plan downstream is implemented and is acted upon.
4. Use mechanical advantage systems	4.1 Situations requiring the use of ***mechanical advantage systems*** are identified.
	4.2 Type of system required is determined in accordance with contextual issues, and ***organisational policies and procedures.***
	4.3 Suitable rope and mechanical advantage systems are established to perform rescues and recoveries in a range of situations.
	4.4 System equipment is used in accordance with manufacturer recommendations and organisational policies and procedures, to ensure that design limits are not exceeded.
	4.5 System is modified to increase efficiency, where necessary, and communication is maintained throughout.
5. Gain access and perform rescue on casualty	5.1 ***Isolation techniques*** are used to stabilise positioning of casualty to assist in extrication and management of ***conscious casualty.***
	5.2 ***Craft*** is ***tethered*** to perform a rescue or recovery, where required by the rescue plan.
	5.3 Rescue techniques and equipment are deployed to gain access to casualty as identified in the rescue plan.
	5.4 Rescue plan is implemented and casualty is ***extricated from entrapment*** or secured by using rescue techniques and equipment.
6. Remove casualty from swiftwater and floodwater	6.1 Casualties are retrieved from swiftwater and floodwater using ***techniques for removal*** in accordance with organisational policies and procedures.
	6.2 Casualty is ***packaged and handled*** in accordance with organisational emergency care procedures, or as directed by ***first aid or medical personnel.***
7. Conclude swiftwater and	7.1 Prior to leaving the scene, equipment is recovered,

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floodwater rescue	cleaned and maintained in accordance with manufacturer guidelines and organisational procedures. 7.2 During cleaning of rescue equipment and personal protective equipment, hygiene procedures are followed in accordance with organisational procedures. 7.3 Where identified, signs and symptoms of operational stress in self and others are recognised and reported to appropriate personnel. 7.4 Operational debrief is participated in or conducted, in accordance with role during rescue. 7.5 ***Documentation*** is completed to organisational standards and job role.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

anticipate, identify and mitigate hazards and risks

- apply aggressive, manoeuvring and defensive swimming techniques to escape hazards
- apply entrapment rescue techniques
- apply first aid
- apply search techniques and implement search management procedures
- apply wading techniques

contact rescue

- determine rescue and recovery methods to use according to the routine situation
- handle and package patient
- handle non-powered boat/craft safely

identify changes in casualty condition and position

identify changes in water flow, currents, eddies and other hydrological features

inform appropriate people of progress

- interact with other members of the rescue team, casualty and others
- manage spinal injuries in the context of swiftwater and floodwater incident
- operate in a range of conditions and climates
- select equipment and resources
- swim aggressively and defensively
- throw equipment to reach a swimmer in swiftwater and floodwater
- use rope and mechanical advantage systems

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- use knots and anchors
- work as part of a team and support others in the rescue operation

Required Knowledge

- behaviour of vehicles trapped in swiftwater and floodwater
- composition of team, and roles and responsibilities of team members
- environmental considerations based on whether operating in an urban or rural context
- first aid hazards and risks associated with rescues and recoveries for swiftwater and floodwater
- helicopter operations
- organisational communication techniques used during rescue operations
- potential contaminants in water and their potential impact on the rescuer and casualty
- principles of risk assessment including hierarchy of control and control methods
- psychological considerations of swiftwater and floodwater rescue for the rescuer, casualty (normal survivor behaviour, panic, counter-panic casualty, instinctive drowning response), onlookers and the potential need for support resources
- relevant legislation, and organisational policies and procedures to enable safe conduct of all swiftwater and floodwater rescue and recovery activities
- rescue and recovery equipment, characteristics, advantages and disadvantages, and its care and maintenance to enable appropriate selection and use
- rescue rating system
- signs and symptoms of operational stress
- swiftwater and floodwater hydrology and basic meteorology and the impact this will have on water flow

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • undertake risk assessment to determine and implement control measures • develop and implement appropriate primary and secondary plans for rescue being undertaken • use mechanical advantage system to conduct rescue or recovery • apply organisational policies and procedures relating to swiftwater and floodwater rescue

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Context of and specific resources for assessment	**Context of assessment** Competency should be assessed conducting rescues and recoveries in swiftwater and floodwater relevant to the job role and of sufficient breadth to demonstrate competency. **Specific resources for assessment** Access is required to: • swiftwater and floodwater location • personnel for team based rescues • rescue, recovery, safety, first aid and activity-specific equipment and resources
Method of assessment	Assessment should be conducted by direct observation in either the workplace (through recorded subject matter supervision and/or mentoring) or the training environment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Rescue equipment/resources must include:	• ascenders and descenders • boats/IWP/crafts • flares • float ropes • harnesses • hose inflators and encaps • hot stick • level ii personal floatation devices • life rescue ropes • line throwing device

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	• locking ‘d’ alloy carabiners • loud hailer • portable radios • prussiks • pulleys • stretchers • strobe lighting • throw bags • vehicle • And may also include: • cyalume sticks • fins • helicopters • safety and first aid equipment • sledge hammer • steel pickets for anchoring
Personal protective equipment must include:	• appropriate footwear including bootees • appropriate level ii personal floatation devices • gloves • helmet appropriate for swiftwater and floodwater • whistles
and may include	• eye protection • gloves • headlamps • hoods • knives • lycra suit • overalls • torches • wet shirt • wet weather gear • wetsuit
Situational and environmental hazards may include:	• adverse water conditions • availability of assistance • below surface debris hazards • biological contaminants • boat wraps • confluence • culverts • cushions and/or stacked water cushions • diseases and infections • downstream and upstream vs

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	• eddies • entrapment hazards • haystacks and standing waves • holes, stoppers and keepers • inundation • lightning • low visibility • manholes • overhead hazards • rocks • snakes and other dangerous animals • strainers • surface debris hazards • undercuts • utilities – electrical • water borne hazards • water contaminants • water hydraulics • waterfalls • water depth • weirs
Relevant persons may include:	• bystanders • other agencies • other casualties
Entrapment may include:	• body • limb • recirculation • rope entanglements
Communication may include:	• hand signals • radio • verbal • whistle signals • written documents
Rescue and recovery techniques must include:	• basic or defensive swimming position • entrapment and vertical pinning rescue techniques • inflatable fire hoses techniques • line crossing techniques • mechanical advantage system • offensive or aggressive swimming position • reach rescue techniques • throw bag rescue technique

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	• And may also include: • boat and rope rescue system • paddle boat handling • shallow water crossing technique • vehicle rescue techniques
Other agencies may include:	• ambulance service • interagency departments • police • state emergency service
Mechanical advantage systems may include:	• pig-rigs (4:1) • vector pulls • Z rigs
Organisational policies and procedures may include:	• access to medical personnel • code of ethics • communication protocols • emergency care • manufacturer design specifications and recommendations for equipment use • occupational health and safety • removal of casualties • use, maintenance and storage of equipment
Isolation techniques may include:	• hand signals • yelling
Conscious casualty is:	• a casualty who is able to follow commands and assist in stabilising their position
Craft may include:	• flood rescue boats • inflatable rescue boat • motorised inflatable work platforms • rafts
Tethering a craft may include:	• high line with a craft on tether system • two and/or four point boat tether system
Extricating a casualty from entrapment may include:	• alternate entries • controlled release • immediate release
Techniques for removal may include:	• manual carry • stretcher
Packaging and handling a casualty may include:	• extrication device • stiff neck collar
First aid or medical	• doctors

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personnel may include:	• first aider • nurses • paramedics
Operational debriefs may include:	• areas where improvements can be made • organisational strengths that can be built on • validation of the participation of teams and individuals
Documentation may include:	• accident/injury report • incident report forms • risk assessment forms
Organisational standards may include:	• documentation to meet another agency's operational requirements

Unit Sector(s)

Not applicable.

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PUASAR035 Develop plans for deployment of a USAR task force

Modification History

Release	TP version	Comments
2	PUA12 V1	First release.

Unit Descriptor

This unit covers the competency required to prepare and develop Urban Search and Rescue (USAR) task force plans for the deployment of a USAR task force.

Inherent in the development of these plans is the ability to analyse the operational requirements arising from the incident and to determine the requisite team capabilities needed by the task force team/s prior to their deployment inter-and- intrastate, and internationally.

A person performing this role operates a component part of the task force management team. A USAR task force leader is responsible for the management of a task force under his or her command.

It is recognised that a USAR task force will operate within the command and control system established by the organisation within the legislative authority for the incident, which may not be the Australasian Inter-service Incident Management System (AIIMS) or the New Zealand Coordinated Incident Management System (CIMS). However, the USAR task force will operate in accordance with AIIMS or CIMS and will plug into the command and control system used by the host organisation.

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

Application of the Unit

This unit applies to a person performing the role of a USAR task force leader. This role is responsible for the management of a USAR task force specifically:

- preparation of task force mobilisation and demobilisation plans
- preparation of task force evacuation plans in conjunction with preplanning processes
- preparation of task force redeployment plans
- identification of task force reconnaissance and forward deployment capabilities
- development of briefing papers for the establishment of a reception centre for receiving incoming emergency response teams
- establishment of information management systems for the storing and archiving of data
- development of a communications plan and its management within the task force
- establishment of the task force structure within the USAR environment

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Compliance with legislative or regulatory requirements of Australian jurisdictions or the host country may be required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAOPE004B Conduct briefings and debriefings

PUACOM007B Liaise with other organisations

PUACOM012B Liaise with media at a local level

PUAEMR002B Identify, analyse and evaluate risk

PUAMAN007B Manage financial resources

PUASAR023A Participate in an urban search and rescue Category 1

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
1. Prepare USAR task force for mobilisation	1.1 Request for support is received and task force leader is briefed by ***relevant personnel*** and ***roles and responsibilities*** confirmed. 1.2 ***Agencies involved in the emergency incident*** are confirmed and liaison arrangements established, where required. 1.3 ***Transport***, ***welfare*** and ***mobilisation plans*** are prepared and documented for USAR task force

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	deployment in accordance with the ***emergency management arrangements, policies and procedures*** of the state/territory or country requesting assistance.
	1.4 Plans are based on ***risk management*** within a USAR context.
	1.5 USAR task force resources are organised and recorded in accordance with ***asset management principles*** implemented by the agency.
	1.6 ***Financial considerations when deploying a USAR task force*** are factored into the planning for mobilisation and deployment of resources.
	1.7 Reports and summaries are maintained as required by standard operating procedures.
	1.8 ***Deployment notification processes*** are implemented in accordance with the policies and procedures of the state/territory or country requesting USAR task force.
	1.9 USAR task force briefing is conducted using ***SMEAC-Q*** format.
2. Establish arrangements for mobilisation of USAR task force	2.1 ***Reception centre*** is established and incoming emergency response teams are ***processed*** and ***briefing paper for incoming task force*** is prepared.
	2.2 USAR task force reconnaissance and forward deployment capabilities are confirmed and prepared in accordance with agreed USAR protocols.
	2.3 USAR task force ***deployment briefing*** is conducted.
	2.4 USAR task force is briefed on situational and cultural sensitivities of the country or location to which they are being deployed.
3. Develop plans to support USAR task force arrangements	3.1 ***Communications plan*** is prepared and documented by the task force leader.
	3.2 ***Media plan*** is prepared, implemented and managed.
	3.3 ***Content for an evacuation plan*** is prepared, taking into account a series of ***key factors.***
	3.4 Demobilisation plan is prepared and documented
4. Complete USAR task force administration information	4.1 USAR ***information sources*** are identified.
	4.2 Information is collected, based on identified needs and is reviewed for applicability and accessibility.
	4.3 ***Plans*** that will provide required information are prepared.
	4.4 Timely and relevant information is collected in a form suitable for analysis, interpretation and

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	distribution.
4.5	Available information systems are used to store and retrieve information for planning and decision-making.
4.6	Reports and task force support information, based on information collected and analysed, are prepared and distributed to appropriate personnel.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse situations and plan effectively
- apply risk management processes to planning
- communicate effectively in writing
- delegate tasks effectively
- lead and manage personnel
- liaise with media
- make oral and written presentations
- manage budgets and finances
- prepare briefings and debriefings
- prepare plans to support the role of the USAR task force manager either within Australia or internationally that include:
  - transport of USAR task force physical and canine resources
  - welfare arrangements
  - communications
  - mobilisation
  - deployment
  - redeployment
  - evacuation
  - demobilisation
  - recovery
- resolve conflict
- undertake negotiations

Required Knowledge

- emergency management arrangements within the state/territory/host country
- financial management and assessment management systems
- legislation, statutes and memorandums which a task force manager operates

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(state/national legislation, memorandums of understanding and mutual aid agreements)
- national emergency management policy and arrangements and their impact on USAR and role of the USAR task force manager
- procedures for establishing a reception centre for incoming emergency response teams
- purpose of reconnaissance (for example, need for preplanning of reconnaissance assets, key considerations for a USAR task force reconnaissance team)
- risk management principles and processes
- role and responsibilities of a USAR task force manager
- SMEACS-Q briefing format and content of briefings
- types of briefings and debriefings, and the content and protocols associated with each type
- USAR capability within Australia and New Zealand

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • assess request for assistance and prepare USAR task force capability and resources for inter- and intrastate and international deployment • establish arrangements for deployment of USAR task froce and resources within legislative, policy and other formal arrangements • assess USAR task force requirements and develop requisite plans to support USAR operations in the field **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an actual or industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to: • Sample USAR task force plans • Information sources, e.g. emergency management arrangements, international guidelines etc

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Method of assessment	Assessment should be conducted by direct observation in either the workplace (through recorded subject matter supervision and/or mentoring) or the training environment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Request for support may include:	• international deployment • inter-intra state or territory deployment
Relevant personnel may include:	• higher authority • local disaster groups • government agencies if deploying internationally
Roles and responsibilities of must include:	• co-ordination and allocation of resources under their supervision • implementing their portion of the incident action plan • maintaining effective two-way information flows within the incident control structure • reporting on incident situation, the progress of operations, emerging risks and the status of resources
Agencies involved in emergency incident may include:	• defence forces • embassies and consulates • foreign affairs agency • national emergency management agencies • police • united nations
Transport plan may include:	• border arrangements

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	• concept of operations • finance • hygiene briefing • medical checks • modes of transport • personnel and equipment • resupply arrangements • route plan
Welfare plan may include:	• critical incident stress management • family welfare • hygiene briefing • on call support personnel • personnel information • pre-deployment interviews • pre-deployment medical checks • quarantine checks
Mobilisation plan may include:	• concept of operations • cultural and ethnic awareness • disaster victim identification • INSARAG guidelines • code of conduct • code of Ethics • standard operating procedures
Emergency management arrangements, policies and procedures must include:	• INSARAG guidelines • Onsite Operations Coordination Centre (OSSOC) • United Nations Disaster Assessment Coordinator (UNDAC)
Risk management process may include:	• identify, analyse and evaluate risks according to agreed criteria in the USAR pre-deployment context • identify and select treatment options • implement treatment options • monitor and review risk strategies
Asset management principles may include:	• equipment and procurement • financial management of delegation • human resources management • jurisdictions asset management system • maintenance • payments • spending limits • testing regimes and depreciation and replacement procedures

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Financial considerations when deploying a USAR task force may include:	• cash security • claims • creation of centres • credit limits and systems to increase limits • discretionary powers finance • financial management practices • financial support lines • industrial agreements • methods of payment • reconciliation processes • responsibilities of task force leader with regard to task force finances • travel • wages
Deployment notification processes may include:	• notification method and processes as applied within the state, territory or nation • utilisation of preplanning information regarding personnel availability
Policies and procedures may include:	• certification of equipment safe to deploy • Civil Aviation Safety Authority (CASA) regulations • dangerous goods for air, road and rail transport • foreign affairs briefings • own nation's aid agency briefing • self-sustainability of task force
SMEACS-Q must include:	• situation • mission • execution • administration and logistics • command and control • questions
Reception/departure centre may include:	• central point for cross border processes • liaison point for incoming USAR task forces • logistical supply point for incoming task forces
Emergency response teams are processed may include:	• additional support, if required • identifying cultural issues, security risk • identifying incoming team's capability • managing self-deployed teams • supplementary resources, for example maps
Briefing paper for incoming task force may include:	• identification of liaison point of contact • identification of logistical requirements of incoming teams:

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	• fuel • food • water • equipment
USAR task force deployment briefing may include:	• location of reception centre • operational framework • transportation requirements • conducting briefings/debriefings are conducted • confirming feedback and analysis of team personnel is confirmed to ensure actual roles are understood • identifying and reporting on follow-up actions • follow up action is identified and reported on • purpose and structure of briefing

Communications plan may include:	• radio frequencies and channels
	• network charts
	• maintenance of records:
	  • personal log
	  • incident notebook
	  • occurrence book
	• reporting templates
	• procedures for maintaining communication log

Media plan may include	• briefing notes • point of contact for media • policy for media engagement • talking points
Content for an evacuation plan may include:	• role of task force leader • key considerations if emergency evacuation is required • risk assessment • security • local contacts • equipment disposal • modes of transport • pre-approval of evacuation plan is sought • medical evacuation of a task force team member
Content for an evacuation plan is prepared, taking into account a series of ***key factors*** may include:	• planning considerations • security • medical communications • equipment disposal • risk assessment • use of planning templates

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Demobilisation plan may include:	• medical evacuation of a task force team member • decontamination • disposal/rehabilitation of cache • logistics planning • move from incident site to base of operations • notification • post operational analysis • task force casualties • transport arrangements from base to home location
Information sources may include:	• emergency management arrangements • international guidelines
Plans may include:	• communications • demobilisation • evacuation • media • redeployment

Unit Sector(s)

Not applicable.

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PUASAR036 Implement and monitor USAR task force plans

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit covers the competency required to establish and manage operational priorities for a deployed urban search and rescue (USAR) task force.

The USAR task force leader approves plans developed for the USAR task force through the approved reporting structure.

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

Application of the Unit

This unit applies to a person performing the role of a USAR task force leader. This role is responsible for the management of a USAR task force, specifically:

- conduct of a structural triage at a USAR incident
- implementation of operational priorities by the deployed USAR task force
- establishment of a base of operations
- operational briefs and debriefs throughout the incident
- management of deployed USAR task force
- implementation of the USAR component of the Incident Action Plan
- implementation of the communication plan and information flow within the team and through the established chain of command
- providing leadership to the task force Team and to individual members
- an USAR task force operates within the command and control system established by the organisation with the legislative authority for the incident, but will operate in accordance with AIIMS or CIMS

Compliance with legislative or regulatory requirements of Australian jurisdictions or the host country may be required.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

PUASAR035 Develop plans for deployment of a USAR task force

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

1. Perform structural triage at USAR site	1.1 USAR task force is briefed on operations portion of the ***Incident Action Plan (IAP)*** using SMEACS-Q format.
	1.2 ***Structural triage principles*** and ***processes*** are applied at the area of operations.
2. Establish and manage base of operations	2.1 ***Location for base of operations*** is confirmed in accordance with USAR task force requirements.
	2.2 Base of operations is established, base camp manager is appointed and arrangements are communicated to appropriate personnel.
	2.3 ***Resources for base of operations*** are acquired and allocated as necessary, and tasks are delegated to appropriate personnel.
	2.4 Base of operations and resources are managed.
	2.5 Security arrangements are identified and communicated to task force staff.
	2.6 ***Fire protection and evacuation plan*** for base of operations is prepared and promulgated to appropriate personnel.
	2.7 Personnel working within base of operations are briefed on key responsibilities and operational priorities.
3. Manage deployed USAR	3.1 Task force ***communications*** and ***welfare plans*** are

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task force	implemented, monitored and communicated to all relevant personnel. 3.2 Task force members are tasked with the collection. collation and archiving of operational information. 3.3 Task force internal and external reporting arrangements are established and information flow is monitored to ensure it is accurate, timely and relevant. 3.4 ***Information management systems*** are implemented to maintain operational records. 3.5 Media requests are managed in accordance with the ***media plan*** and, where required, a media liaison officer is appointed. 3.6 USAR ***task force logistics*** is managed, and a logistics officer is appointed and delegated the appropriate financial delegation. 3.7 Financial expenditure for the deployed task force is managed and appropriate financial control measures are implemented. 3.8 ***Liaison*** function for the deployed task force is delegated and arrangements are managed.
4. Manage implementation of and monitor the USAR operations portion of, the IAP	4.1 Preparation of the USAR operations portion of the IAP is managed. 4.2 Implementation of the USAR operations portion of the IAP is managed in accordance with agreed procedures. 4.3 Actions to ensure the safety, health and welfare of task force members at the incident are authorised. 4.4 Identified risks are mitigated within the scope of USAR operations and safe work practices are monitored and adhered to. 4.5 Strategies implemented are consistent with the approved IAP. 4.6 Ongoing exchange is maintained with supervisor on incident situation, progress towards achievement of allocated tasks, when IAP is to be modified, when additional resources are needed and when significant events occur. 4.7 Ongoing exchange is maintained with USAR task force regarding work progress, resource status and location, and any significant changes or emerging risks. 4.8 Regular and timely reports are prepared and distributed.

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	4.9 Activities with adjacent areas of operations are coordinated. 4.10 Log of activities is maintained.
5. Redeploy USAR task force	5.1 USAR ***task force redeployment plan*** is implemented in accordance with emergency management arrangements. 5.2 Reconnaissance deployment briefing is conducted for USAR task force. 5.3 USAR task force is deployed and reconnaissance operations are supervised and managed. 5.4 ***Reception/departure centre*** is established and incoming emergency response teams are processed.
6. Demobilise and evacuate USAR task force	6.1 USAR ***task force demobilisation plan*** is implemented, stages of demobilisation are taken into consideration and preplanning of demobilisation is undertaken. 6.2 Approvals for disposal and decontamination are sought form relevant authorities. 6.3 USAR ***task force evacuation plan*** is prepared in conjunction with mobilisation pre-planning processes and is implemented.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse a range of structures and apply structural triage principles
- analyse risk assessment, reconnaissance and intelligence to determine operational priorities
- conduct briefings
- delegate effectively
- lead and manage personnel
- make decisions
- make presentations, specifically to the media
- manage own work load
- manage time effectively and deal with multiple issues
- prepare a range of plans to support USAR task force operations
- report on operational progress
- resolve conflict
- solve problems

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- undertake negotiations

Required Knowledge

- contents of all plans prepared to support and direct USAR task force
- format and content of briefing to be conducted
- purpose and content of Incident Action Plan
- risk management principles and processes
- structure triage principles and processes
- task force leader responsibilities during the response phase of an incident

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • assess area of operations, manage application of structural triage processes and determine operational strategies and priorities in line with the IAP • manage achievement of USAR task force operational priorities and effectively implement support plans • manage demobilisation, redeployment and evacuation of USAR task force **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an actual or industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to: • emergency situations or simulation of emergency situations, in a multi-team response environment • equipment, personnel, facilities etc. appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control

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Method of assessment	Assessment should be conducted by direct observation in either the workplace (through recorded subject matter supervision and/or mentoring) or the training environment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Incident Action Plan (IAP) may include:	• accommodation and welfare arrangements • communications plan • division or sector plans • incident objectives • information on alternative strategies • information plan for dissemination of information to all stakeholders • information regarding the necessary logistical arrangements • management arrangements, including establishment of sectors and divisions • management structure, if established • maps or site plans of the incident • medical plan and consideration of workplace health and safety issues • resources to be allocated to each division and sector • statement of current situation and predictions of the incident's likely development (including key risk exposures) • strategies to achieve defined incident objectives • structural chart depicting the personnel in the incident management arrangements, including establishment of divisions and sectors

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	• timings of meetings and changeovers • traffic management • weather
Structural triage principles may include:	• composition of triage teams • detailed triage assessment of allocated structures • initial triage at incident site • hazard identification • priorities of a triage team
Structural triage processes may include:	• establishment of operational priorities • preparation of triage documentation • re-evaluation of structures as situation changes
Location for base of operations may include:	• establishment timelines • location of local amenities • proximity to other rescue teams • requirements for an effective base of operations • security considerations • short- or long-term • site of task force base camp • transport corridors
Resources for base of operations may include:	• self-sustainability cache including task force documentation and equipment such as laptops and generators • database back-up systems
Fire protection and evacuation plan may include:	• assembly area • location of fire blankets • location of fire extinguishers • location of smoke alarms
Communications plan may include:	• confirming communications needs for the effective management of task force operations • establishing communications networks both internally and externally • promulgating the communications plan to task force and other personnel • monitoring the performance of the communications systems and modifying if necessary • establishing supervisory and communications arrangements with the task force
Welfare plan may include:	• peer support • psychological, physical and religious needs
Information management systems may include:	• self-sustainability cache • sufficient redundancy

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Media plan may include:	• assessment of operational priorities and provision of information to the media • control of access to scene, personnel and victims • holding statements • location for media briefing area
Task force logistics may include:	• chain of supply for consumables • self-sustainability cache management • transport
Liaison may include:	• local emergency management authority • onsite operations coordination centre (OSOCC) • other relevant authorities • other respondent task force management teams • reception/departure centre
Task force redeployment plan may include:	• deployment briefing • mobilisation plan • transport plan • welfare plan
Reception/departure centre may include:	• central point for cross border processes • liaison point for incoming USAR task forces • logistical supply point for incoming task forces
Task force demobilisation plan may include:	• decontamination • disposal rehabilitation of cache • from base to home location • logistics planning • move from incident site to base of operations • notification • post operational analysis • task force casualties • type of demobilisation (part or full) • welfare
Task force evacuation plan may include:	• equipment disposal • key considerations if emergency evacuation is required • local contacts • medical evacuation of a task force team member • modes of transport • risk assessment • role of task force leader • security • seeking pre-approval of evacuation plan

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Unit Sector(s)

Not applicable.

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PUASAR037 Review USAR task force plans implemented at an incident

Modification History

Release	TP version	Comments
1	PUA12 V1	First release.

Unit Descriptor

This unit covers the competency required to review the implementation of urban search and rescue (USAR) task force plans and to assess their effectiveness in achieving the incident objective and the needs of a USAR task force.

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

Application of the Unit

This unit applies to a person performing the role of a USAR task force leader. This role is responsible for the management of a USAR task force specifically:

- managing and implementing post deployment review of USAR operations
- applying risk management processes and treating risks within an operational USAR context
- managing critical incident stress
- managing reconstitution of a task force
- managing demobilisation of a task force
- supporting recovery of affected communities

An USAR task force operates within the command and control system established by the organisation with the legislative authority for the incident, but will operate in accordance with AIIMS or CIMS.

Compliance with legislative or regulatory requirements of Australian jurisdictions or the host country may be required.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

PUASAR035 Develop plans for deployment of a USAR task force

PUASAR036 Implement and monitor USAR task force plans

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
1. Confirm arrangements for conducting a post-operations review of USAR incident	1.1 Roles and responsibilities of USAR task force involved in review of task force ***plans*** and operations are determined. 1.2 Cooperation with ***other agency personnel*** in the conduct of the ***post-operations review*** is consistent with designated roles and responsibilities. 1.3 Information required for post-operations review is identified, sought and received.
2. Perform post-operations review of USAR task force plans	2.1 USAR operations portion of ***Incident Action Plan*** (IAP) and other plans developed to support USAR task force are reviewed. 2.2 Information is conveyed to operational personnel and is recorded promptly and accurately, in accordance with organisational requirements.
3. Assist in the recovery of affected communities	2.3 Requirement for post operational support to the affected community is confirmed through ongoing deployment. 2.4 Data set collected during incident is provided to appropriate authorities to support recovery arrangements.

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	2.5 Consideration is given to the donation of cache equipment to the affected community, where appropriate.
4. Review demobilisation	3.1 Demobilisation process is reviewed against the objectives of the ***demobilisation plan***.
	3.2 Effectiveness of the demobilisation plan is assessed.
5. Complete required post incident reports	4.1 Information and reports are provided to agency and other organisations as required.
	4.2 Operational information from the incident is collected to provide a basis for performance reporting.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse situations and plan effectively
- apply risk management processes to planning
- communicate effectively in writing
- delegate effectively
- lead and manage personnel
- make oral presentations
- manage budgets and finances
- prepare for briefings and debriefings
- resolve conflict
- review effectiveness of plans and make recommendations for improvement
- undertake negotiations

Required Knowledge

- award conditions and leave entitlements
- community reaction in a crisis
- compensation claims and entitlements
- contractual arrangements for deploying and redeploying a USAR task force
- different types of briefings and debriefings and their content
- how to engage the community to assist with recovery
- organisational policy and procedures for responding to critical incident stress situations
- process for implementing CISD/CISM during and after a USAR deployment
- process required for conducting a post-operational review
- purpose of a post-operational review (lessons learned, scope and content of a

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review)
- reconstitution plan and requirements
- risk management principles and process (AS/NZS ISO 31000:2009, Risk management – Principles and guidelines)
- security arrangements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • apply the processes required for conducting a post operational review • apply problem solving strategies to identified risks and develop options to mitigate them. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an actual or industry-approved multi-agency simulated workplace environment. **Specific resources for assessment** Access is required to: • operational documentation arising from the deployment • post-incident analysis and agency debrief/s • relevant templates for reporting
Method of assessment	Assessment should be conducted by direct observation in either the workplace (through recorded subject matter supervision and/or mentoring) or the training environment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation

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- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Plans may include:	• communications • demobilisation • evacuation • media • redeployment • safety • welfare
Other agency personnel may include:	• defence forces • embassies and consulates • foreign affairs agency • national emergency management agencies • non-government organisations • public safety agencies • United Nations
Post-operations review may include:	• identification of lessons learned • in field operations review • post-mission report • preparation and distribution of a report • review of all plans • task force team management functional analysis
Incident Action Plan may include:	• accommodation and welfare arrangements • communications plan • incident objectives • information on alternative strategies • information plan for dissemination of information to all stakeholders • information regarding the necessary logistical arrangements • management arrangements, including establishment

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	of sectors and divisions • management structure if established • maps or site plans of the incident • medical plan and consideration of workplace health and safety issues • resources to be allocated to each division and sector • statement of current situation and predictions of the incident's likely development (including key risk exposures) • strategies to achieve defined incident objectives • structural chart depicting the personnel in the incident management arrangements, including establishment of divisions and sectors • timings of meetings and changeovers • traffic management
Demobilisation process is reviewed may include:	• coordinate its withdrawal with the OSOCC • provide completed Mission Summary Report to appropriate authority after deployment • report its mission has ended to the appropriate authority

Unit Sector(s)

Not applicable.

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PUASES008A Undertake storm and water damage operations

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to undertake storm and water damage operations as a member of a response team.

This unit replaces PUASES001B Undertake storm and water damage operations.

Application of the Unit

This unit applies to persons responding as a member of a team to storm and/or water damage operations in rural and urban environments which can range in intensity and impact from localised thunderstorm or windstorm events to tropical cyclones.

Similar damage characteristics can also result from other causes, such as vehicles crashing into properties.

Storm damage operations can involve damage to trees and structures.

Flooding, whether caused by slow river rise, storm waters, storm surge or flash flooding, has similar impact in terms of water damage. Techniques for minimising the effects of water entry are common to storm, flood and other water damage events.

Evacuation and rescue by boat are not dealt with as part of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for storm and water operations	1.1 ***Operation and task information*** is obtained through ***situational awareness*** and command structure at an incident site 1.2 ***Hazard*** identification, risk assessment and control measures are undertaken as required by organisational policies and procedures 1.3 ***Equipment*** is selected based on incident information and is checked to ensure it is ready for operational use 1.4 Personal protective equipment is selected and worn 1.5 ***Work area isolation methods*** are applied to ensure safety in accordance with organisational policies and procedures 1.6 Support for safe and timely ***evacuation*** is provided, as required
2. Provide information which assists with operations	2.1 Liaison with ***stakeholders*** is undertaken to provide ***information*** which increases awareness of situation, safety and facilitate operational requirements 2.2 Information is provided to team leader, as required
3. Undertake storm and water operations	3.1 Own safety is ensured when undertaking and completing operational tasks by ***working safely*** in conjunction with others 3.2 Debris is removed, cleared and/or controlled to minimise risk of injury and further damage, and safe access to and from incident site is provided 3.3 ***Techniques for temporary repairs*** and/or

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ELEMENT	PERFORMANCE CRITERIA
	improvised support are applied in accordance with organisational standard operating procedures to buildings or structures to make safe, minimise further damage and maximise safety
	3.4 ***Sandbagging*** techniques are used to minimise further damage
	3.5 ***Water diversions*** are created to mitigate the effects of damage, as required
	3.6 ***Rescue operation of team member/s*** is performed in accordance with organisational policies and procedures
	3.7 Support is provided to personnel undertaking roof repairs and/or working at height through the ***set up, placement and access to appropriate tools and equipment***
	3.8 Trees causing a hazard to life or property are secured, removed and/or reported according to organisational policies and procedures
4. Complete operations	4.1 Equipment is recovered, cleaned and serviced according to organisational standards and manufacturer's guidelines
	4.2 Equipment failure and/or deficiency is reported according to organisational procedures
	4.3 Signs and symptoms of operational stress in self and others are recognised and reported
	4.4 Information required for ***operational documentation*** and equipment logs is contributed to
	4.5 Debrief is participated in as required by organisational policies and procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate with stakeholders, specifically in relation to situational awareness, safety and operational requirements
- construct sandbag barriers
- construct temporary repairs
- identify and use tools, generators, ladders, lighting

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- remove debris safely
- return equipment to operational readiness after use
- take precautions against electrical hazards
- use initiative to operate effectively under direction
- wear appropriate personal protective equipment correctly
- work safely
- work with others in a team

Required Knowledge

- anchors (constructed or improvised)
- hazard identification and risk control techniques
- height operations
- legal issues surrounding entry into property or workplace
- legislation relevant to storm and water operations
- relevant emergency public information and warning strategies
- relevant occupational health and safety principles and practices
- relevant organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- resources to assist with communicating with members of the community
- roof safety systems
- storm and water damage mitigation techniques
- structural safety considerations
- support agencies
- types of pumps and power tools

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- perform effective temporary structural weather proofing techniques to minimise further damage and to make safe
- use mitigation techniques to minimise and/or restrict water damage
- support roof/height operations to complete operations effectively.

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Consistency in performance

Competency should be demonstrated during exercises and/or incidences reflecting environmental variance in a simulated emergency environment or on-the-job.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed completing storm damage and flood mitigation operations, exercises or scenarios as a member of a team acting under direction and general supervision.

Specific resources for assessment

Access is required to:

- incident, exercise or simulation, or series of tasks
- equipment used in storm and water damage operations
- response team.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Operation and task

- access and egress routes
- command, control and coordination arrangements

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information may include:

- extent and nature of damage
- location, magnitude and type of event
- potential hazards
- weather forecast

Situational awareness may include:

- systematic information seeking process where operational task information is gathered, monitored and reassessed and includes:
  - damage found
  - evacuation of immediate area
  - evacuation plan
  - hazard assessment
  - hazardous trees
  - height
  - identification of underlying hazards
  - scene assessment
  - size up
  - walk around/inspection of site
  - water levels

Hazards may include:

- adverse weather (particularly high winds and rain)
- animals and insects
- contaminants/chemical/biological
- damaged structures
- debris
- equipment
- fatigue and/or operational stress
- hazardous materials
- mud
- night/low light operations
- people
- terrain
- threatening trees
- time pressure
- traffic
- weather - hot/cold, wet/wind
- utilities including electricity, gas, water and sewerage

Equipment may include:

- anchors
- chainsaws/polesaws
- generators
- hand tools (crowbars, hammers, handsaws, knives, loppers, nails, pliers, screwdrivers, screws, snips)

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	• ladders • lighting • personal protective equipment • petrol and electric • power tools (including drills, reciprocating saw, nail guns, circular saws, tech drivers) • props (acrow props) and shoring materials • roof safety kit • ropes • sandbags and sand bagging machines • submersible and non-submersible pumps • timber batten • timber sheeting • water proofing materials plus their fixings (tarpaulins, plastic sheeting) • water proofing tapes and sealant materials
Work area isolation methods may include:	• placement of barrier • placement of safety cones, demarcation tapes and flashing beacons
Evacuation may include:	• using readily available transport
Stakeholders may include:	• crew members • home owner/s • members of household • other agencies • team leader
Information may include:	• self-help provided to householders either directly or over the telephone • warnings provided face-to-face or over the telephone to householders, by public address systems, such as loud-hailers as defined by operations managers and delivered under direction
Working safely may include:	• Avoiding exposure to contaminated water and mud where possible • Identifying possible structural safety issues • Manual handing • Monitoring and re-assessing • Personal protective equipment • Prompt treatment and reporting of injuries • Public control • Risk assessment • Universal precautions against infection
Techniques for temporary	• coverings

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repairs may include:	• external and internal weatherproofing • replacement • ropes • sealing • stapling • shoring • tape • tarping • tie off/securing
Sandbagging may include:	• constructing walls • constructing water diversion • filling by hand • filling by machine • stacking • using as weights/holding down
Water diversions may include:	• earth walls • fabricated barriers • laying of sandbags • pumping • salvaged material • synthetic materials • tarps/plastic • trenching
Rescue operation of team member/s may include:	• casualty handling • casualty packaging • extrication • rescue of a team member from height
Set up, placement and access to appropriate tools and equipment may include:	• ladders (care and use), climbing techniques, types of ladders, placement/set up, safety, stabilisation, alternatives • lighting placement such as set up, use of generators, placement, types of lighting (torches, portable lighting, headlamps)
Operational documentation may include:	• incident report • injury reporting • log books • notice to occupant • risk assessment

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Unit Sector(s)

Not applicable.

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PUASES009A Undertake inland floodboat operations

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to act as a member of a crew of a floodboat on inland waterways in low risk water environments, including in times of flood.

This unit replaces PUASES003B Undertake flood and inland waterways rescue boat operations.

Licensing requirements may apply to this unit.

Prior to this unit, persons should have met organisational policies and procedures for swimming competence.

Application of the Unit

The application of this unit would inform roles and responsibilities of members of a crew operating a floodboat undertaking low risk operations in inland waterways, which may or may not include flooded environments.

The requirements for operation of the floodboat and crew tasks will be determined by the nature of the incident and/or operation, legislative requirements, emergency management plans, organisational policies and procedures and incident context.

Floodboat operators are expected to act as both driver and/or crew of a floodboat. A minimum of two operators is required on a floodboat; one person will be considered to be in charge of the floodboat.

Typical operations may include evacuations, transport, searches, rescues and resupply operations. Floodboat operations may be conducted in urban or rural environments, but do not include offshore operations.

Applicable roles and jobs may involve emergency services personnel, marine operators and waterways management organisations, marine rescue organisation.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for floodboat operation	1.1 ***Operational and task information*** is obtained 1.2 Operational and task information is used to determine response and ***equipment*** requirements 1.3 Equipment is checked for serviceability and is stowed for road transportation to prevent loss or damage 1.4 Pre-launch checks are conducted in accordance with organisational policies and procedures 1.5 Protective equipment is selected and worn, as appropriate
2. Operate floodboat	2.1 ***Hazard*** identification, risk assessment and control measures are undertaken as required by organisational policies and procedures 2.2 Vessel is launched safely 2.3 Pre-start checks are conducted in accordance with organisational policies and procedures 2.4 Start-up procedures are followed in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational policies and procedures, and manufacturers' guidelines
	2.5 Vessel is correctly boarded, loaded and trimmed safety
	2.6 Vessel is operated applying appropriate techniques
	2.7 ***Emergency drills*** are conducted as appropriate and when required
	2.8 Look-out procedures are conducted in accordance with organisational policies and procedures
3. Undertake floodboat tasks	3.1 Floodboat search procedures are conducted as required by organisational standard operating procedures
	3.2 People, supplies, equipment and livestock are transported safely and efficiently
	3.3 People or objects in the water are recovered safely and efficiently
	3.4 Bodies are recovered using organisational procedures to meet coronial requirements
4. Recover and restore floodboat	4.1 Vessel is recovered
	4.2 Vessel and associated equipment are restored, cleaned and serviced according to organisational policies and procedures and manufacturers' guidelines
	4.3 Signs and symptoms of operational stress in self and others are recognised and reported
	4.4 Debriefing requirements are contributed to as required by organisational policies and procedures
	4.5 ***Operational documentation*** is completed in accordance with organisational policies and procedures

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate clearly as coxswain of the vessel
- communicate effectively with people recovered from the water and crew, specifically in relation situational awareness, safety and operational requirements
- handle casualty safely

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- implement floodboat handling techniques
- implement techniques for conducting waterway search
- implement techniques for securing vessels
- rescue persons and recover objects from the water
- return equipment to organisational readiness after use, including appropriate wash-down and motor flush
- work safely

Required Knowledge

- boat handling under adverse conditions including fast flowing currents and operating in towns, around fences and in the vicinity of power lines
- effects of water moving over objects and obstacles
- emergency drills
- local hazards and environmental threats
- local operating procedures
- nature of flood water hazards
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- personal hygiene protocols
- reconnaissance processes
- relevant state/territory legislation, management and inter-service arrangements
- roles and responsibilities of, and relationship with, other emergency services

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- operate a floodboat safely

Consistency in performance

Competency should be demonstrated over one or more exercises, scenarios or incidents. Confident boat handling is developed over time.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed completing floodboat operations, exercises or scenarios.

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Specific resources for assessment

Access is required to:

- relevant exercise, scenarios, simulation, or series of tasks
- equipment used in floodboat operations
- floodboat crew

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Operational and task information may include:

- access and egress routes
- flood water
- nearby ramps or launching points
- number and nature of casualties
- potential hazards
- resupply or evacuation requirements
- tidal information
- weather forecast

Equipment may include:

- appropriate equipment required for task, as per organisational procedures
- appropriate trailer
- equipment required under state/territory legislation

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	• organisational approved floodboat/vessel • personal protective equipment, including protection from sun, heat, cold and appropriate footwear
Hazards may include:	• domestic animals • eddies • fast flowing streams and near still waters • floating and submerged debris and snags • heat and cold • night or low light • time pressure • undertows • underwater hazards such as underwater powerlines and fences • weather • wildlife
Emergency drills may include:	• abandon ship • break down • capsize • distress • emergency stop • fire • manoeuvring without motor • person overboard • towing
Operational documentation may include:	• activity reports • floodboat running logs • notes or sketches and other relevant information required for potential coronial or other legal proceedings • passenger/cargo manifest

Unit Sector(s)

Not applicable.

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PUASES010A Plan, activate and maintain a communications network

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to plan, activate and maintain a communications network in routine and operational situations

This unit replaces PUASES004B Establish and maintain a communications network.

Application of the Unit

The application of this unit would inform roles and responsibilities for individuals who plan, activate and maintain a communications network which has existing and established arrangements and equipment.

The requirements for the communications network and associated tasks will be determined by the nature of the routine and operational situation/context, legislative requirements, emergency management plans and organisational policies and procedures.

Applicable roles and jobs may involve emergency services personnel, conservation and land management agencies, tourism operators, search and rescue operators, local government agencies, contractors and volunteer organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAOPE013A Operate communications systems and equipment

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify operational communications needs	1.1 ***Operational communications considerations*** and requirements are identified based on operational needs
	1.2 Operational and task information is used to determine communications ***network*** and ***equipment*** requirements
	1.3 Agencies, organisations and individuals involved in operation/s are identified
	1.4 Established arrangements and equipment for communications are identified
	1.5 Hazards and environmental conditions likely to impact on communications requirements are identified, assessed and controlled
2. Establish communications plan	2.1 Communications plan is prepared based on identified operational communications needs
	2.2 ***Appropriate communications strategies*** and equipment are included in communications plan and network
	2.3 Personnel are briefed on requirements of the communications plan
	2.4 Communications plan is implemented, monitored and modified to meet changes in operational situation
3. Activate and maintain communications network	3.1 Prior to activation of the communications plan, communications network is set up and tested as outlined in communications plan and faults are

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ELEMENT	PERFORMANCE CRITERIA
	addressed
	3.2 Communications network is activated
	3.3 ***Communications network performance*** is monitored, analysed and adjusted to ensure effective and efficient communications
	3.4 Communications network is modified to meet changes in operational situation and network capacity
4. Terminate communications network	4.1 Communications network is closed down in accordance with organisational policies and procedures and operational requirements
	4.2 Communications network is dismantled and refurbished in accordance with organisational procedures and manufacturers' guidelines
	4.3 Maintenance requirement are recognised, recorded and reported according to organisational procedures
	4.4 Operational documentation is completed in accordance with organisational policies and procedures
	4.5 Efficiency of the communications plan and network is review

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse communications network performance
- communicate technical information clearly and concisely
- interpret topographic, meteorological and geophysical data and its impact on communications
- plan, solve problems and make decisions
- prepare, implement and monitor communications plan

Required Knowledge

- factors that influence communications network performance
- features of different communications equipment
- installation and performance of communications equipment
- operational context and communications pre-plans
- organisational communications policy and requirements

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- organisational communications resources and capabilities
- organisational documentation requirements
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- relevant internet and mobile communication technologies and systems
- resources and capabilities of other communications providers
- role and responsibilities of communications providers
- security issues for operational communications networks

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- establish and maintain an efficient and effective communications network.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in an actual operation, exercise or simulation.

Specific resources for assessment

Access is required to:

- organisational communications equipment
- simulation of network congestion, which may require special approval.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

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Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Operational communications considerations may include:

- access to an established operations centre or operating in a field situation
- adverse radio or telecommunications conditions
- hazardous or adverse environmental or weather conditions
- limited resources
- pre-planned communications networks
- scope, size and nature of response
- single or multi-agency responses

Networks may include:

- computer based networks linked together by electronic means
- radio networks linking two or more stations directly or by using relays
- repeaters
- satellite and commercial paging
- telecommunication networks
- trunking systems or a combination of these
- wireless area network/local area network, computer based networks

Equipment may include:

- computers
- generators and solar power panels
- operational radio communications equipment
- portable radio repeaters
- signalling devices
- telecommunications equipment

Appropriate communications

- activating pre-planned emergency telecommunication arrangements

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strategies may include:	• contracting arrangements • establishing fixed and mobile communication networks • establishing radio networks • linking telecommunication networks • utilising other communications methods
Communications network performance may include:	• congestion and network overload • equipment failures • network accessibility and clarity • procedure failures

Unit Sector(s)

Not applicable.

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PUASES011A Manage emergency operations

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to manage emergency operations, usually within a single agency command context.

This unit replaces PUASES006B Manage emergency operations.

Application of the Unit

The application of this unit would inform roles and responsibilities for individuals who act as an operational manager during an emergency operation.

Emergency operations are usually the result of an event (such as flood, storm, or bushfire) that generates a significant response requirement over a large area for protracted periods. Operations such as this differ from incidents where relatively small responses are required in tightly defined areas for relatively short periods of time (such as road accidents).

The level and complexity of activities of the operations centre will vary to meet operational requirements.

Operations centres are normally only activated to manage an emergency.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for operations	1.1 ***Operational information*** is obtained and ***hazards*** are identified to permit accurate assessment of the problem 1.2 ***Operational plans*** are activated in accordance with local emergency management practices and procedures 1.3 Operations centre is activated and confirmed as ready for use 1.4 Operations centre staff recall system is activated
2. Manage an operations centre	2.1 Operations centre tasks are ***allocated***, staff ***rosters*** are confirmed and briefings are conducted in accordance with operational plans 2.2 Internal and external liaison networks are activated and maintained to ensure effective communication 2.3 Operations centre staff work is supervised to ensure it meets relevant occupational health and safety (OH&S) and other regulatory requirements 2.4 Physical and financial resources are managed in accordance with organisational policies and procedures 2.5 Operation centre staff are tasked to collect and collate operational information using standard operational procedures (SOPs)
3. Manage operational information	3.1 Information flow is managed in accordance with SOPs 3.2 Operational information is analysed to modify and

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ELEMENT	PERFORMANCE CRITERIA
	update plans and prioritise tasks in accordance with operational plans and policies
	3.3 Regular and timely situation reports are raised and distributed in accordance with organisational standards
	3.4 Media liaison is managed in line with operational objectives
	3.5 ***Communications and information systems*** are implemented and monitored to ensure operational objectives are met
4. Make operational decisions	4.1 Extent of the operational area and objectives is identified and promptly detailed
	4.2 Operational strategies are identified, assessed and implemented in accordance with local emergency management arrangements and SOPs
	4.3 Hazards are identified and prioritised to ensure response is appropriate to type and scale of event
	4.4 Response teams are rostered in accordance with organisational SOPs
	4.5 Termination of operation is accomplished in accordance with operational standards
5. Provide leadership	5.1 Briefings are conducted with operational members
	5.2 Operational objectives are identified and communicated to operational staff
	5.3 Team cohesion is developed and maintained
	5.4 Conflict is dealt with promptly and appropriately
	5.5 Leadership style is appropriate to the situation
	5.6 Concise, clear delegations and accountability processes are implemented
	5.7 Relevant state/territory equal employment opportunity and OH&S policies are implemented
	5.8 Signs and symptoms of operational stress in self and others are recognised and action is initiated
6. Manage post-operation activities	6.1 Debriefing is conducted with operational members
	6.2 ***Operational reports*** are prepared to organisational standards

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assess local community demographic factors such as age and language
- communicate clearly with colleagues and stakeholders
- conduct clear, structured briefings and debriefings with 'lessons learned' reports distributed and acted on as required
- delegate appropriately
- establish an improvised operations centre
- establish an operational plan and adapt plan as circumstances change
- forecast resource requirements
- identify local operational areas of concern and sub-divide as needed
- lead operations centre staff and team leaders
- participate in planning for emergency response, including the setting up of appropriate control, command and coordination structures
- manage communications within and between teams and organisations
- manage operations centre staffing, including rostering, allocation of tasks, and conflict resolution
- manage information
- manage self under stress
- raise regular and timely situation reports
- recognise the need for, and take, personal rest periods
- solve problems and make decisions
- work in a team

Required Knowledge

- emergency management arrangements
- impact of emergency on the community and environment
- local alert and warning systems
- local communications equipment and systems
- local documentation requirements
- local operational briefing and debriefing procedures
- local operating procedures
- locally available resources, their capabilities and access to them
- locally used information management and communications systems
- nature of relevant local hazards and plans, including effects on the provision of communications
- operational communications concepts and practices
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to

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environmental management and sustainability)
- organisational procedures and protocol for media liaison
- principles of conflict resolution
- principles of dealing with cultural diversity
- principles of operational management and response management
- principles of risk management
- relevant operational standards, legislation and local leadership and management principles and practices
- signs and symptoms of operational stress

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- manage operations efficiently and effectively
- make decisions based on sound problem solving techniques
- forecast resource requirements

Consistency in performance

Competency should be demonstrated managing an established centre and an improvised centre on-the-job or through simulated exercises which reflect actual workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed using exercises or scenarios or actual incidents, where appropriate, as a manager of an operation where at least four operational teams are deployed, acting under limited supervision, and with wide discretion to act, in complex situations applying significant depth of knowledge and with responsibility for outcomes.

Specific resources for assessment

Access is required to:

- incidents, scenarios, exercises, simulations, or series of tasks
- established operations centre or resources to construct an improvised operations centre

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Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Operational information may include:

- access and egress routes
- estimated duration of emergency
- location of incidents
- location, magnitude and type of event
- nature and extent of damage
- number and nature of casualties
- other organisations working
- potential hazards
- resources available
- weather forecast

Hazards may include:

- adverse weather
- closed access routes
- convergence
- hazardous materials
- industrial sites
- limited access to resources
- protracted response operations
- utilities

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Operational plans may include:	• local • municipal • regional • state/territory or national plans
Allocating tasks:	• will be guided by organisational policies and assessments of tasks • will be allocated based on resources available, response team competency and authority to act
Rosters include:	• any organisational requirements and will meet the welfare and efficiency needs of personnel, including adequate rest and meal breaks and appropriate shift times
Communications and information management systems may include:	• computers • couriers • internet or intranet links • filing systems • mobile/satellite phones • paging • runners • secondary communications nets for example HF, VHF, UHF radio systems
Operational reports may include:	• briefing and debrief reports • organisational reports • reports required for coronial or other legal proceedings

Unit Sector(s)

Not applicable.

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PUASES012A Work as a team member in an emergency operations centre

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to support an emergency operation as a member of a team by providing information collection, collation, dissemination and presentation in an emergency operations centre.

This unit replaces PUASES002B Work in an emergency operations centre.

Application of the Unit

The application of this unit would inform roles and responsibilities of individuals who act as a member of a team within an emergency operations centre at the commencement, during and completion of an incident operational period.

The requirements for operation of the emergency operations centre will be determined by the nature and context of the incident and/or operations, legislative requirements, emergency management plans and organisational policies.

Persons should have met organisational requirements for language, literacy and numeracy and computer literacy, prior to commencing this unit.

Applicable roles and jobs may involve members of emergency services organisations, Police officers, ambulance and paramedic services, fire service personnel and volunteers.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Activate an operations centre and initiating systems	1.1 Initial task information is obtained on likely nature of incident response 1.2 ***Operations centre*** is opened in accordance with unit or organisational standing operating procedures (SOPs) 1.3 Communications, information management and computerised systems are activated in accordance with unit or organisational SOPs 1.4 Appropriate ***plans and directories*** are accessed in accordance with the decision on the nature of response 1.5 Operations centre staff are activated in accordance with unit SOPs 1.6 ***Other organisations*** are informed that the operations centre has been activated in accordance with unit or organisational SOPs
2. Collect, maintain and display information	2.1 ***Operational information*** is actively ***sought*** 2.2 Operational information is recorded legibly and/or electronically using ***organisational documentation*** 2.3 Operational priorities are applied according to organisational SOPs

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Information is evaluated for currency and correctness, and advice is provided to team leader and/or operational manager
	2.5 Incident files are maintained in accordance with organisational policies and procedures
	2.6 Information displays are ***plotted*** and/or updated as required by organisational SOPs
3. Disseminate information	3.1 Briefing areas are prepared
	3.2 Information for situational reports, operational orders and media releases is assembled for operational manager
	3.3 Relevant information is ***disseminated*** under direction of team leader or operational manager in accordance with organisational policies and procedures
	3.4 Information is distributed within the operations centre in accordance with organisational policies and procedures
	3.5 Clear and relevant information is included in incoming shift hand over
4. Close an operations centre	4.1 Records and information are filed in accordance with SOPs
	4.2 ***Communications systems*** are reset to stand-by modes according to organisational policies and procedures
	4.3 Operations centre is returned to operational readiness as needed to allow rapid reactivation when required
	4.4 Information is provided to team leader or operational manager to assist with post operation reports as requested
	4.5 Signs and symptoms of operational stress in self and others are recognised and promptly reported
	4.6 Debriefing requirements are met
	4.7 Other organisations are informed that the operations centre has been closed in accordance with organisational policies and procedures

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- be understood when speaking English to clients
- complete mathematical calculations and equations correctly
- enter data into computer accurately
- plot information
- read and interpret maps
- undertake phone/radio communications clearly and concisely
- use communication systems and equipment effectively
- use computerised information storage and/or retrieval systems
- write legibly

Required Knowledge

- local and state/territory emergency management organisations
- local and state/territory emergency management plans
- local emergency operations centre activation procedures
- local information management systems
- nature of local hazards and methods of combating these
- organisational emergency operations centres communications systems
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- relevant legislation and regulations
- requests for assistance online
- requirements for drafting situation reports (SITREPs), operation orders
- SOPs
- use of relevant computer and information communication technology systems used in organisational emergency operations centres

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate	Assessment must confirm the ability to: • legibly record and prioritise requests for assistance

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competency in this unit	• work in an operations centre during the day and at night • present information for decision-makers. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments including participation in two daytime and two night time activities and/or exercises which reflect operational contexts.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the context of a real operation or a simulation. **Specific resources for assessment** Access is required to: • operations centre team • appropriately equipped operations centre.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

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Emergency operations:	• are usually the result of an event or incident (such as flood, storm, or bushfire) that generates a significant response requirement over a large area for protracted periods • differ from incidents where relatively small responses are required in tightly defined areas for relatively short periods (such as road accidents or domestic structure fires)
Emergency operations centres may be:	• established and purpose-designed to deal with the typical response roles of the unit • field operations centres established to manage particular emergencies and dismantled after the emergency • primarily activated to respond to emergencies and are not normally operational
Plans and directories may include:	• local government plans • national emergency management plans and arrangements • resource and contact directories • response plans for specific hazards • state/territory disaster plans • unit standing operating procedures
Other organisations may include:	• ambulance • defence organisations • emergency service organisations • fire services - metropolitan and/or rural • local authorities • police • state and territory emergency services • suppliers • utility organisations • welfare organisations
Operational information may include:	• access and egress routes • location, magnitude and type of event • estimated duration of emergency • location of incidents • nature and extent of damage • number and nature of casualties • other organisations working • potential hazards • resources available • weather forecast
Seeking information may	• electronic documentation

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include	• information management systems • IT systems • members of the organisation in the field • members of the public • other emergency services organisations • reconnaissance teams • SITREPs • web based information
Organisational documentation may include:	• request for assistance forms • logs • summaries • running sheets • SITREPs • task allocation sheets • requests for assistance • records of conversation - manual and/or electronic • paper based or computerised • other documentation as described in organisational SOPs, T5 or safety management sheets
Plotting operational information may include:	• computer based geographic information systems • frequently used contact numbers • magnetic displays • marking topographical or other cartographic representations • resources available • sketch maps • statistical summaries • warnings • whiteboard information summaries
Disseminating information may include:	• media releases • orders for suppliers • preparing briefing notes • reminders • requests for assistance • summary information for higher authorities • task information to elements of own or other organisations
Communications systems may include:	• computer aided dispatch (CAD) • fax, telephone and radio systems • internet or intranet communications • MMS • other equipment or method (such as couriers) as

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specified or relevant
- pagers
- SMS

Unit Sector(s)

Not applicable.

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PUASES013A Undertake storm and water damage operations performed at heights

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to undertake ***storm and water damage operations*** performed at height as a member of a response team.

Application of the Unit

The application of this unit informs the roles and responsibilities for those undertaking tasks performed at heights to mitigate damage caused by storm.

Height is defined by organisational policy and legislation.

The unit may be applicable to members of emergency services organisations, roof repair services, emergency operators in the mining industry, rural and metropolitan firefighters,

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUASES008A Undertake storm and water damage operations

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess situation	1.1 ***Operation and task information*** is obtained through command structure at incident site
	1.2 ***Scene reconnaissance*** is promptly conducted at height and results are reported
	1.3 ***Hazards and environmental conditions*** are assessed and minimised or controlled
2. Mitigate the effects of storm damage	2.1 ***Safety systems for working at heights*** are established and used in accordance with organisational standards
	2.2 ***Equipment*** is selected based on incident information and is checked to ensure it is ready for operational use
	2.3 Personal equipment is prepared and worn as required
	2.4 Techniques are used to minimise further damage and to provide for safe access to and from buildings or structures wherever possible
	2.5 Buildings or structures are ***temporarily repaired*** to make them safe, to minimise further damage and to provide for safe access to and from the property wherever possible
3. Complete operations	3.1 Equipment is recovered, cleaned and serviced according to organisational standards and manufacturers' guidelines, prior to standing down from the operation
	3.2 Signs and symptoms of operational stress in self and others are recognised and reported
	3.3 Operational documentation is completed to organisational standards

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply temporary roof coverings
- communicate effectively with people involved, specifically in relation to situational awareness, safety and operational requirements
- eliminate or control hazards and risks
- identify hazards and define risk
- implement appropriate safety precautions for working at heights, including establishment of roof safety systems
- implement flood safety precautions such as avoiding exposure to contaminated water and mud where possible, wearing protective clothing including gloves and footwear, promptly reporting cuts and abrasions for cleaning, universal precautions against infection
- recognise and use hand and power tools
- use ladders
- use ropes, anchors and rigging systems
- wear appropriate personal protective equipment correctly
- work with others in a team

Required Knowledge

- building construction techniques and building types
- hazard minimisation and control techniques
- legal issues surrounding entry into another person's home or workplace
- local community and demographic factors such as language and culture
- local documentation requirements
- local operating procedures
- local operational briefing and debriefing procedures
- nature of potential hazards including hazardous materials and electricity
- organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- relevant occupational health and safety principles and practices
- relevant public information and warning strategies
- roofing materials, associated hazards and repair methods
- signs and symptoms of operational stress
- storm damage and flood mitigation concepts, as described in the Australian Emergency Manual - Storm Damage Operations
- techniques for temporary repair of damaged buildings

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- provide temporary roof waterproofing repairs
- apply techniques to make structure/s and roofing safe.

Consistency in performance

Competency should be demonstrated during exercises and/or incidences, reflecting environmental variance in a simulated emergency environment or on-the-job.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed completing storm damage and flood mitigation operations, exercises or scenarios as a member of a team acting under direction and general supervision; some skills may be demonstrated individually.

Specific resources for assessment

Access is required to:

- incidents, scenarios, exercises or simulations, or series of tasks
- response team
- equipment used in storm and water damage operations

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate

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- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Storm and water damage operations may include:

- flooding, whether caused by slow river rise, storm waters or flash flooding
- operations of different intensity and effect from localised thunderstorm or windstorm events to tropical cyclones
- rural and urban environments
- techniques for minimising the effects of water entry that are common to storm, flood and other water damage events
- vehicles crashing into properties
- wind damage to trees, wind and/or hail damage to structures

Operation and task information may include:

- access and egress routes
- command, control and coordination arrangements
- extent and nature of damage
- location, magnitude and type of event
- potential hazards
- weather forecast

Scene reconnaissance may include:

- systematic information seeking process where operation and task information is gathered on route to and after arrival at the scene

Hazards and environmental conditions may include:

- adverse weather (particularly high winds and rain)
- after dark operations
- damaged structures
- debris
- difficult terrain
- domestic hazards
- equipment
- hazardous materials
- mud
- threatening trees
- time pressure

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	• utilities including electricity, gas, water and sewerage
Safe systems for working at heights:	• are defined in organisational policies, and must, as a minimum, conform to the system described in the *Australian Emergency Manual - Storm Damage Operations*
Equipment may include:	• anchors • chainsaws • cold or wet weather clothing and sun protection • generators • hand tools (including hammers, nails, screwdrivers, screws and portable power tools such as drills) • lighting • personal protective equipment • petrol and electric • props (including acrow props) and shoring materials • pumps - submersible and non-submersible • rescue harnesses • ropes • tarpaulins of various types and materials plus their fixings • water proofing tapes and sealant materials
Temporarily repairing buildings or structures may include:	• all styles of domestic and commercial structures • repairs to structures, walls, doors , windows and/or roofing (especially metal sheeting), replacing tiles, using tarpaulins or other covering materials • tying back trees to prevent them falling on structures

Unit Sector(s)

Not applicable.

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PUASES014A Apply flood and fast moving water safety techniques

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to operate safely and perform self-rescue in and around water which is considered to be in flood and/or fast moving context/environments.

Application of the Unit

The application of this unit applies to persons who will be performing activities/tasks in or around water which is considered to be flood water and/or fast moving, but not specifically rapids, swift water and/or white water.

Roles to which this unit may apply could include emergency services personnel and marine operators.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

HLTFA031C Apply first aid

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for operations in or around flood and fast moving water	1.1 Appropriate personal protective equipment (PPE) is selected and used
	1.2 Safe and efficient operational activities are ensured by working and communicating with others as a part of team
	1.3 ***Hazards*** associated with operations are identified
2. Contribute to safe rescue operations in and around flood and fast moving water	2.1 Safe and stable platforms are identified and used to commence rescue activities according to organisational procedures
	2.2 ***Appropriate techniques for safe operations*** from land, vessel and/or water are used
	2.3 Safety of self and others when undertaking rescue operations is monitored
	2.4 Communication with others is undertaken to assist with rescue operations
3. Apply self-rescue	3.1 Potential hazards when operating in moving water are identified
	3.2 Correct ***body position and techniques*** to survive and to minimise injury are adopted
	3.3 Opportunities/activities where others may be trying to assist with self-rescue are identified
	3.4 Communication is undertaken with others on bank/edge/vessel to assist with self-rescue
4. Perform safe self-landing techniques	4.1 Appropriate ***landing techniques*** to safely exit water are applied
	4.2 After consideration of physical ability, type of craft and ***situational variances***, method of landing is selected
	4.3 Safety of others when landing and/or re-entry to a

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ELEMENT	PERFORMANCE CRITERIA
	vessel is ensured

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply appropriate self-rescue techniques
- communicate effectively with people involved, specifically in relation to situational awareness, safety and operational requirements
- manoeuvre in flood and/or fast moving water in PPE
- work safely around water

Required Knowledge

- defensive and aggressive swimming techniques
- hazard identification
- hydrology
- possible responses by people involved in flood and fast moving water safety and how to react to these responses

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- perform self-rescue techniques to ensure own safety
- survive in or around inland moving water.

Consistency in performance

Competency should be demonstrated over time in a range of conditions expected in the workplace.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed covering a minimum of four possible hazards which are reflective of the workplace environment and context, and are applicable to taking part in activities in flood and/or fast moving

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water.

The relative unpredictability of flood and/or fast moving water events makes relying on on-the-job assessment impractical, so training and assessment will usually involve setting scenarios to be completed either individually or as a member of a team.

Specific resources for assessment

Access is required to:

- incidents, scenarios, exercises or simulations, or series of tasks
- equipment used in flood and/or fast moving water operations.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazards may include:

- fauna
- holes
- manmade objects
- rocks
- sieves
- slippery banks and/or landing

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- snags
- stoppers
- strainers
- swift moving water
- undercuts
- waterfalls
- weirs
- wire fences

Appropriate techniques for safe operations may include:

- using a throw bag

Body position and techniques may include:

- aggressive swimming
- defensive swimming
- wading

Landing techniques may include:

- climbing into a vessel
- hauling to shore or bank
- swimming to vessel or shore or manmade structure

Situational variances may include:

- access or egress
- availability of assistance
- current
- depth of water
- imminent hazards
- low light and/or darkness
- prevailing conditions and/or weather
- speed of water movement

Unit Sector(s)

Not applicable.

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PUASES015A Operate over-snow vehicle

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

Unit Descriptor This unit covers the competency required to operate an over-snow vehicle safely, including the systematic, safe and efficient control of all vehicle functions and the effective management of hazardous conditions.

Application of the Unit

This unit applies to the safe operation of an over-snow vehicle for use for transportation of personnel and/or resources/stores in snow covered environments/terrain.

A current, valid driver's license is required to undertake this unit of competency.

Roles to which this unit may apply could include emergency services personnel, wildlife and park rangers, tourism operators and workplace emergency response operators.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake personal safety preparation	1.1 ***Personal protective clothing and equipment*** is selected and checked according to ***organisational procedures***, to ensure it is operational prior to departure 1.2 Personal protective clothing and equipment appropriate to dealing with the hazard is selected, worn/fitted and used in accordance with organisational policies and procedures and manufacturers' guidelines 1.3 Water and food requirements are identified and stowed on the vehicle 1.4 En-route ***rest and shelter areas*** are identified 1.5 ***Survival technique/strategies*** are implemented in accordance with organisational policies and guidelines
2. Prepare over-snow vehicle for operation	2.1 ***Start-up checks*** are completed in accordance with ***operational standards*** 2.2 Engine is started in accordance with ***manufacturer's specifications*** 2.3 ***Instruments and gauges*** are checked to ensure all are operational 2.4 Pre-use checks of over-snow trailer are completed in accordance with manufacturer's specifications and organisational policies and procedures
3. Operate over-snow vehicle	3.1 ***Over-snow vehicle*** is prepared for and safely operated in, terrain suitable to the vehicle

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Passengers are briefed on safety and objective of the trip
	3.3 Vehicle ***movement is controlled*** in response to external conditions to ensure personal safety
	3.4 Vehicle is operated in accordance with ***relevant regulations*** and organisational policies and procedures
	3.5 Low risk manoeuvring techniques are used to minimise the likelihood of injury, damage to equipment or property and in accordance with organisational policies and procedures
	3.6 ***Recovery of vehicle techniques*** are used that minimise the likelihood of injury to personnel and equipment, in accordance with agency policies and procedures
4. Navigate to destination and monitor terrain	4.1 Most efficient route of travel is taken by monitoring factors likely to cause delays or route deviations
	4.2 ***Potential access restrictions*** which may limit thoroughfare are identified and arrangements are made to gain access, in accordance with organisational policies, practices and regulatory requirements
	4.3 ***Environmental conditions*** are consistently monitored and acted upon to enable safe operation and to ensure no injury to personnel or damage to property and equipment
5. Clean, maintain and stow vehicle	5.1 Vehicle and equipment are cleaned, maintained, assembled and stowed according to organisational procedures/manufacturers' requirements
	5.2 Vehicle and equipment records are updated in accordance with organisational procedures
	5.3 Faulty equipment is identified, ***recorded and reported*** for repair according to organisational policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required Skills

communicate effectively with passengers,specifically in relation to situational awareness, safety and operational requirements

implement low risk techniques

monitor and anticipate terrain hazards

Required Knowledge

ancillary equipment

automotive systems

environmental legislation

equipment and accessories

local area

organisational policies and procedures (such as relevant legislation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)

over-snow vehicle requirements and regulations

vehicle inspection procedures

vehicle operating procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- drive and ride an over-snow vehicle
- maintain personal safety
- be aware of safety and terrain conditions

Consistency in performance

Competency should be demonstrated in a simulated

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operational situation under varying conditions.

Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in a simulated operational situation under varying conditions. **Specific resources for assessment** Access is required to: • relevant environment • relevant over-snow vehicle
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Personal protective clothing and equipment may include:	• flares • food and water • full/open face helmet • goggles • hearing protectors • personal locator beacon/EPIRB • radios • tent • thermal under clothing

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	• water proof gloves • water proof boots • water proof shell
Organisational procedures may include:	• Australian Standards • equipment manufacturer's specifications and procedures • industry practices • maintenance schedules • occupational health and safety requirements • regulatory requirements
Rest and shelter areas may include:	• camping areas • geographical formations • huts and structures
Survival techniques/strategies may be applied in:	• blizzard • extreme cold • lose of bearing • mechanical breakdown • white out
Start-up checks may include:	• coolant • equipment stowage • fuel • oil • physical check or scan of gauges • visual inspection of vehicle
Operational standards may include:	• Australian Standards • industry standards • international standards • manufacturer's procedures • state/territory standards
Manufacturer's specifications may include:	• engagement procedures • engine characteristics • fuel capacity for range • gross vehicle mass • gross vehicle weight • horsepower rating • radius of turning circle • safety procedures • systems warning functions • vehicle clearances
Instruments and gauges may include:	• brake warning lights • electrical charging

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- heated hand grips
- oil pressure
- tachometer
- speedometer
- systems indicators (high beam, turn signals and parking brakes)
- temperature
- warning lights

Over-snow vehicles include:

- purpose built vehicles for snow

Movement is controlled by:

- acceleration and deceleration
- passengers
- riding positions
- steering control
- weight distribution

Relevant regulations may include:

- environmental regulations
- environmental protection regulations
- organisational policies and procedures
- possession of appropriate licence/endorsement
- traffic regulations

Recovery of vehicle techniques may include:

- creeks
- drainage ditches
- gullies
- mechanical breakdown
- soft snow
- water
- water courses

Potential access restrictions may include:

- agency and regulatory requirements
- cultural heritage sites
- environmental areas
- european heritage sites
- hazardous areas
- military areas
- other areas requiring permission and/or authorisation to enter
- seasonal factors
- wilderness areas

Environmental conditions may include:

- effect of weather
- hard surfaces
- ice
- marginal snow
- rocks

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- snow
- snow bridges
- water/melting ice

Recording and reporting procedures may include:

- card systems
- computer databases
- maintenance schedules
- organisational procedures
- record sheets or books
- verbal

Unit Sector(s)

Not applicable.

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PUASES016A Apply snowcraft skills when performing search operations

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to operate safely, perform search operations and apply survival techniques for self and others in an alpine environment.

Application of the Unit

The application of this unit applies to persons who will be performing operational search activities/tasks in an alpine environment and in all weather conditions.

Roles to which this unit may apply could include emergency services personnel and other agencies/organisations involved in searches.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for operation in alpine environments	1.1 Operational and task information is obtained from search coordinator or delegate 1.2 Specific ***hazards*** and ***equipment*** requirements for environment and operational requirements are identified 1.3 Personal protective equipment (PPE) is selected and used 1.4 ***Food and water requirements*** for environment, operations and physical activity as outlined by organisational procedures are identified and selected 1.5 Environment/weather conditions and effects for anticipated period of operational response are determined 1.6 Own ability to meet anticipated ***physical and psychological requirements*** of operation is evaluated and any issues anticipated are reported to team leader
2. Undertake operations in an alpine environment	2.1 Deployment to operational response area is undertaken using transportation in a safe and timely manner 2.2 Specified team role and functions are carried out safely as directed by team leader 2.3 Search safety is maintained as required by organisational procedures 2.4 Search formation and spacings are undertaken and maintained as outlined by team leader and organisational procedures 2.5 Search boundaries are marked in line with task requirements under the direction of team leader 2.6 Observation skills are applied and any clues or

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ELEMENT	PERFORMANCE CRITERIA
	objects located are immediately reported in accordance with organisational procedures
	2.7 ***Communication*** within the team is maintained
	2.8 Safety and well being of self and others is monitored and any concerns are reported to team leader
	2.9 Hazards are continually monitored, and any concerns are identified and reported as required by organisational procedures
3. Perform survival techniques	3.1 ***Emergency shelter*** is constructed that is appropriate for ***current and future factors and conditions***
	3.2 Weather conditions and/or information is ***interpreted*** and actions are taken to minimise effects of weather on self and others
	3.3 First aid is applied to self and others as required
	3.4 Lost searcher drills are conducted as required by organisational procedures
	3.5 Welfare of self and others is ***sustained***
	3.6 Situational awareness is maintained and changing environment and weather conditions are responded to in a timely manner
4. Complete recall and stand down procedures	4.1 Search equipment is recovered, cleaned and maintained in accordance with manufacturer's guidelines and organisational procedures
	4.2 Operational debriefing is participated in and required documentation is completed to organisational standards
	4.3 Symptoms of operational stress in self and others are recognised and reported

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply hazard identification and risk management
- construct temporary emergency shelters
- travel in an alpine environment over snow
- work safely, in accordance with organisational policies and procedures

Required Knowledge

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- factors impacting on avalanches
- factors impacting on snow conditions
- minimising impact on environments
- organisational procedures for cleaning and discarding equipment in terms of environmental management and sustainability
- relevant MOUs, agreements, codes of practice as applicable
- signs, symptoms and treatment of hypothermia
- snow shelter construction techniques
- sources of information on weather and snow conditions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- participate in a search in an alpine environment in a safe and effective manner
- apply survival techniques (for self and/or others) in an alpine environment.

Consistency in performance

Competency should be demonstrated in a simulated operational situation under varying conditions.

Context of and specific resources for assessment

Context of assessment

Competency must be assessed covering a variety of hazards which are reflective of the workplace environment and context and are applicable to taking part in activities in variable weather and conditions.

Specific resources for assessment

Access is required to:

- incidents, exercise, or series of assessment activities
- equipment used in alpine operations

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of

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assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazards may include:

- avalanches
- blizzards
- bold wet conditions
- cornices
- extreme wind
- hidden vegetation
- human structures e.g. culverts, drain pipes, weirs, star
- pickets
- ice
- partially frozen waterways
- recreational users
- rising water
- rock wells
- snow bridges
- snow drifts
- steep, slippery or unstable terrain
- UV radiation e.g. sunburn, snow blindness
- vegetation debris
- white outs
- wind chill

Equipment may include:

- activity specific equipment e.g. snowshoes
- alpine specific PPE
- communication devices
- cordage

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- EPIRB/PLB
- first aid kit
- global positioning system
- head lamp
- map and compass
- matches or equivalent
- sleeping bag
- snow shovel
- space blanket/ground sheet
- stove
- tent/bivi
- whistle

Food and water requirements may include:

- additional personal food requirements e.g. cultural, dietary
- appropriate energy foods
- drinking water e.g. carried, field sourced
- emergency ration packs Sufficient for the potential duration of the operation

Physical and psychological requirements may include:

- being sufficiently rested
- current capacity to fulfil operational requirement
- fitness level sufficient for the task and environment
- hydration and nutritional levels
- illness
- personal fears and phobias
- stress level

Communication within the team may include:

- hand signals
- mobile/satellite telephone
- radios
- torches/flashlights
- verbal and non-verbal
- whistles

Emergency shelters may include:

- dugout
- igloo
- improvised shelter e.g. tarp
- snow cave
- snow mound/quin-zhee
- storm shelter - fabric shell
- tent/bivi
- trench

Current and future factors and conditions may include:

- availability of time
- available resources
- construction time

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- environmental conditions
- factors affecting people e.g. physical and mental states
- location
- potential moving snow drift
- prevailing winds
- suitability of snow and location
- timeframe for survival
- visibility

Interpreting weather conditions and/or information may include:

- air temperature
- barometric pressure
- barometric pressure changes
- cloud formation and patterns
- electrical storms
- meteorological data such as:
  - daily and four day forecasts
  - maximum and minimum temperatures
  - rainfall
  - satellite images
  - synoptic charts
- personal observation
- rain/hail/sago/freezing rain
- snowfall
- storm
- UV levels
- warnings
- wind
- wind direction and velocity

Sustaining welfare of self and others includes:

- Sourcing, preparing and monitoring intake of food and water, which includes:
  - cooking food in the field
  - dehydrated foods
  - field sourced water
  - fresh foods
  - high energy foods
  - prepared meals
  - water/energy drinks

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Unit Sector(s)

Not applicable.

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PUATEA001B Work in a team

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers competency in working with others and making a positive contribution to the effectiveness and efficiency of a team in a work environment when predominantly under direct supervision. Limited responsibility towards others is required.

Application of the Unit

This unit applies to all workers working in the Public Safety industry, but is particularly relevant to new workers in assisting integration with the organisational team culture of the agency.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to team activities	1.1 Roles and responsibilities of team members are recognised. 1.2 Contribution is made to identifying team goals and objectives. 1.3 ***Activities*** are completed to required standard within timeframe and in accordance with ***organisation's policies and procedures.*** 1.4 ***Assistance*** in the completion of tasks is requested from other team members where appropriate. 1.5 Team members are assisted to ensure efficient and safe completion of tasks in accordance with organisation's policies and procedures. 1.6 Participation by team members is encouraged and acknowledged. 1.7 Changes in allocated role and responsibilities are implemented. 1.8 Team meetings are attended regularly and punctually.
2. Share knowledge and information	2.1 Information relevant to work is communicated effectively with team members to enable efficient completion of tasks in accordance with the organisation's policies and procedures. 2.2 Knowledge and skills are shared between team members.
3. Give and receive support to/from team members	3.1 ***Feedback***/assistance is given to other team members in an appropriate manner. 3.2 Team members are supported in achieving workplace goals. 3.3 Feedback from other team members is acted upon appropriately.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- encouraging others/team members
- following instructions
- interpersonal skills
- listening and using a variety of communication skills
- providing suggestions and information
- reporting information

Required Knowledge

- composition of workplace teams and roles and responsibilities of team members
- non operational and operational communication processes
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in the effective communication and contribution to the achievement of tasks consistent with agreed goals. **Consistency in performance** Evidence will need to be gathered over time in a variety of team situations including regular work group and occasional or one-off work group.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated workplace environment. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

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Teams comprise	• two or more people working towards a shared purpose
Appropriate situation to request assistance may include:	• difficulty meeting timelines • to comply with occupational health and safety requirements • unsure of best method to complete task • to maximise efficiency
Assisting other team members may include:	• own tasks completed • to comply with occupational health and safety requirements • assistance requested • actions of others do not comply with requirements • other team member appears to be having difficulty completing task
Contribute to workplace goals may include:	• completion of task • achievement of new competencies • development of new skills • attainment of new knowledge • personal development
Activities may include:	• working with other members of a team in a work environment or responding in a combat or support role to natural emergencies technological/industrial emergencies • civil/political emergencies and non emergency operations including community events • public relations – activities • sporting events • parades • festivals
Conditions under which this competency may be required include	• hazardous conditions eg adverse weather • after dark operations • difficult terrain • time pressure • varying time frames from immediate/short term to long term response operations • varying access to equipment/resources necessitating the use of improvised techniques • single or multi organisation responses • dealing with human behaviours that result from emergency situations • non-emergency operations and events eg training and community education
Appropriate feedback on	• acknowledging initiative

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performance may include:	• aptitude • ideas • performance and assistance • providing constructive criticism
Organisation's policy and procedures may vary between sectors and organisations and may include:	• legislation relevant to the operation/incident/response • legislation relevant to the organisation • operational • corporate and strategic plans • operational procedures • operational performance standards • organisation's personnel practices • policy and procedures • organisation's quality standards • organisation's approach to environmental management and sustainability
Communication processes may include:	• established organisation's procedures for recording and reporting • the use of logs • notebooks • pagers • radios and telephones • team members may be geographically dispersed and require communication systems and technology to remain in contact

Unit Sector(s)

Not applicable.

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PUATEA002B Work autonomously

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers competency for working as a member of a team or as an individual for periods of time without direct supervision and for mentoring and coaching either in an operational or non-operational environment.

Application of the Unit

This unit applies to all workers working in the Public Safety Industry, but is particularly relevant for new workers to understand the organisation’s expectations and limits in regards decision making.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUATEA001B Work in a team

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake work activities	1.1 Work requirements are identified and undertaken. 1.2 Instructions and directions are understood and implemented. 1.3 Communication is maintained with team leader advising of progress of task/activity. 1.4 Personal safety and safety of others is maintained. 1.5 Any legal requirements and/or ramifications of ***activities*** are communicated to team leader. 1.6 ***Work area*** is determined or selected in accordance with operational or organisation's requirements. 1.7 Equipment is operated in accordance with the manufacturer's specifications. 1.8 OH&S and the organisation's policies and procedures.
2. Accept responsibilities	2.1 Responsibilities are accepted according to the organisation's policy and procedures. 2.2 Team leader is appraised of the outcome of task/activity. 2.3 Any activity that exceeds the scope of the defined task is referred to the supervisor.
3. Set performance requirements	3.1 ***Performance requirements*** are based on objectives and goals and agreed with supervisor.
4. Maintain team performance	4.1 Individual performance is monitored against defined performance requirements and appropriate action taken to maintain performance if required. 4.2 Performance of others is monitored and appropriate action is taken through coaching and mentoring to ensure team objectives and goals are met. 4.3 Supervisor is provided with feedback and constructive advice. 4.4 Issues which cannot be rectified or addressed are referred to the supervisor for appropriate action according to the organisation's policy.

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ELEMENT	PERFORMANCE CRITERIA
	4.5 Supervisor is advised of any changes in priorities or tasks.
	4.6 All ***required documentation*** relevant to performance is completed.
5. Act as a team leader as required	5.1 Responsibility for the performance of the team is accepted.
	5.2 Goals are set, tasks identified and presented to team members.
	5.3 Instructions and directions are communicated to team members clearly and unambiguously.
	5.4 Team members' concerns and queries are recognised, discussed and dealt with.
	5.5 Any legal requirements and/or ramifications of team activities are communicated to team members.
	5.6 Duties, rosters and responsibilities are allocated to team members having regard to the skills and knowledge required to properly undertake the assignment or task and according to organisation's policy and procedures.
	5.7 Feedback on own performance is provided as required.
	5.8 Level of authority is recognised and adhered to.
	5.9 Operational debrief is conducted in accordance with the organisation's requirements.

Required Skills and Knowledge

Required Skills

- communicating instructions and directions
- communicating performance expectations
- completing a range of documentation
- encouraging team members
- informal performance counselling
- providing feedback on performance
- representing issues to management
- team building

Required Knowledge

- defined OH&S policies and procedures

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- knowledge of current principles and practices
- legal requirements and ramifications of team activities
- method of monitoring performance
- organisation's policy for referring performance issues
- organisation's policy relevant to hours of work and work allocation
- organisation's requirements for documenting team performance and activities
- procedures and methods of setting performance expectations
- required to work in a team
- team members' duties and responsibilities

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in communication of performance expectations and providing feedback to team members. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. Where workplace observation is insufficient simulations or case studies may be used. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Scope of allocated task may include:	• extent of activity • content of activity • degree of responsibility for task
Performance requirements include	• goals • objectives • plans • standards

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	• performance indicators • production rates
Work area may be dependent upon	• activity conducted • road accessibility • logistical support • water availability • vicinity of built-up areas • areas of reduced visibility • distance to operation • hazards • vehicle parking
Performance issues may include:	• occupational health and safety • hours of work details • concerns about ability to complete work • inadequate resources
Appropriate personnel may include:	• manager • human resource personnel • team leader • supervisor • team members
Required documentation may include:	• forms • proformas • incident reports • rosters • timesheets • written reports • logs • standard operating procedures • checklists

Activities may include:	• non operational activities:
	  • tasks
	  • projects
	  • preparing documentation
	• operational activities:
	  • responding in a combat or support role to natural emergencies (fire/flood)
	  • technological/industrial emergencies
	  • civil/political emergencies and non-emergency operations including community events
	  • public relations activities
	  • sporting events

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	• parades • festivals
Conditions under which operational activities may be may include:	• hazardous conditions including adverse weather • after dark operations • emergency operations • difficult terrain • time pressure • varying time frames from immediate/short term to long term response operations • varying access to equipment necessitating the use of improvised techniques • varying levels of resources • single or multi organisation responses

Unit Sector(s)

Not applicable.

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PUATEA003B Lead, manage and develop teams

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers competency in achieving organisational objectives and effective working relationships through managing and developing individuals and teams.

Application of the Unit

This unit applies to Public Safety workers who have a management/leadership role that includes basic HR functions and responsibility for ongoing development of the team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUATEA002B Work autonomously

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain a team	1.1 Work contributions or suggestions from staff are continually sought and encouraged. 1.2 Contributions to team operations are acknowledged and suggestions are dealt with constructively. 1.3 Team members' skills are used and developed according to work requirements. 1.4 Team members are consulted about implementing new work practices.
2. Communicate objectives and required standards	2.1 Team members are provided with up-to-date information concerning the objectives and standards required by the organisation. 2.2 Team members' understanding of objectives and standards is checked. 2.3 Organisational standards and values relating to equal employment opportunity, anti discrimination and workplace harassment are modelled and promoted to team members.
3. Manage and improve performance of teams and individuals	3.1 Relevant and realistic team development plans are based on identified strengths and weaknesses of all team members. 3.2 Regular constructive feedback on all aspects of work performance is provided to individuals and the team. 3.3 Performance is assessed and addressed in a fair and timely manner in accordance with organisational guidelines and procedures.
4. Support and participate in development activities	4.1 Training needs of individuals and the team are identified and assessed on a regular basis in line with organisational guidelines and procedures. 4.2 An action plan to meet individual and team training and development needs is developed, agreed and implemented. 4.3 On the job training is provided to the required organisational standard and to meet team needs. 4.4 Team members are encouraged and supported to attend ***training*** and to undertake other ***development***

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ELEMENT	PERFORMANCE CRITERIA
	opportunities.
	4.5 Coaching and mentoring are utilised as development tools.
5. Provide leadership to individuals and teams	5.1 The link between the function of the team and the goals of the organisation is understood and communicated to the team.
	5.2 Participative decision making is used to develop, implement and review work of the team and allocate responsibilities where appropriate.
	5.3 Opportunities are given to individuals and teams to develop new and innovative work practices and strategies.
	5.4 Delegation to individuals and team members is appropriate and relevant to team objectives and goals in accordance with organisational policy and procedures.
	5.5 Allocated tasks are within the competence of team members and supported with appropriate authority, autonomy and training.
6. Manage difficulties to achieve positive outcomes	6.1 Potential or actual conflict between team members or between self and other individuals is recognised and addressed.
	6.2 Difficulties in achieving required outcomes are identified, analysed and solutions developed and communicated to appropriate personnel.
	6.3 Individuals experiencing difficulties which cannot be addressed within the team are referred to ***appropriate personnel*** according to organisational policies and procedures.
7. Create and maintain conditions for productive work	7.1 Work environment is monitored to ensure it is maintained in line with organisational standards.
	7.2 Improvements to working environment are recommended and implemented where possible.
	7.3 Workplace hazards are identified or anticipated and managed to maintain safe working conditions.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

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Required Skills

- assessing training needs
- conflict resolution and negotiation
- consulting team members
- interpersonal skills
- leading and supervising individuals and teams
- problem solving
- providing constructive feedback

Required Knowledge

- all organisational policies
- anti discrimination and harassment
- industrial awards and agreements
- legislation relevant to work group activities
- occupational health and safety requirements
- organisational personnel practices and guidelines
- organisational policy relating to equal employment opportunity
- organisational quality standards and values
- principles of effective team operation and leadership
- principles of human resource management
- principles of leadership
- procedures
- protocols and standards affecting work group activities
- relevant training courses and development opportunities

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated by team leader meeting objectives and performance requirements. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** A combination of oral or written presentations on the job and/or in a simulated scenario. **Specific resources for assessment** No special requirements.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Training and development opportunities may include:	• formal course participation • on the job training • work experience • external study • conference and seminar attendance • induction • job rotation
Training standards may include:	• industry best practice • legislative requirements • organisational standards • Australian standards • manufacturers' specifications • endorsed competencies
Appropriate personnel may include:	• human resource manager • counsellors • supervisors • team members • managers
Organisational policy procedures requirements and guidelines may vary between sectors and organisations and may include:	• legislation relevant to the organisation • operational • corporate and strategic plans • organisational performance standards • organisational personnel practices and guidelines • organisational quality standards • protocols • standard operating procedures • equal employment opportunity policies • occupational health and safety and welfare policy • learning strategies • codes of conduct • Civil Aviation Orders • requirements of regulatory authorities • search and rescue time/procedures/action • organisation's approach to environmental

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management and sustainability

Unit Sector(s)

Not applicable.

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PUATEA004D Work effectively in a public safety organisation

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Range Statement edited.
1	UA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to manage own work and to work effectively with other personnel in a ***public safety organisation***.

This unit does not include competency to work in a team as covered in PUATEA001B Work in a team.

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

Application of the Unit

This unit applies to a person who works in a public safety organisation and who is responsible for managing their own work priorities and working with others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the	Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage own work	1.1 Instructions are understood, acknowledged and implemented. 1.2 ***Factors affecting work requirements*** are identified, their impact is assessed and action is taken to ensure work requirements are met. 1.3 Work load is assessed and priorities are set within allocated timeframes. 1.4 Own work is monitored to ensure compliance with organisational requirements. 1.5 Need for additional support is communicated clearly to ***appropriate person.*** 1.6 Tasks are completed and results are achieved with minimum supervision. 1.7 ***Conduct*** is at all times in accordance with organisational policies, procedures and standards.
2. Develop and maintain own expertise	2.1 ***Workplace information*** is accessed and clarification is sought where necessary. 2.2 Currency of required licences and certificates is maintained. 2.3 ***Training and development*** needs relevant to area of work are identified in conjunction with supervisor and are followed up with relevant personnel. 2.4 Programs are participated in to ensure level of expertise meets organisational requirements.
3. Maintain work effectiveness	3.1 Organisational policies and procedures relating to work performance are understood and issues with own wellbeing or performance are discussed with supervisor. 3.2 Signs of personal stress are recognised and managed and ***action*** is taken to ensure continued work effectiveness. 3.3 Peer support is sought when required.

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ELEMENT	PERFORMANCE CRITERIA
4. Promote cooperation	4.1 Responsibilities and duties are undertaken in a positive manner to promote cooperation and good relationships. 4.2 Communication with others is conducted in a courteous manner appropriate to the purpose, situation and relationship with the receiver. 4.3 Problems and conflict are recognised and resolved through agreed and accepted processes. 4.4 Contribution of individuals of different age, gender and social and cultural backgrounds are recognised and accessed.
5. Contribute to improving workplace and quality of outcomes	5.1 ***Workplace issues*** are ***raised with appropriate personnel*** and contribution is made to resolve issues in accordance with workplace procedures. 5.2 Work related meetings and ***workplace committees*** are attended/***contributed*** to in line with level of responsibility. 5.3 Suggestions for improvements in work practices and procedures are made. 5.4 Agreed changes to improve work outcomes are implemented.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access and interpret workplace information
- communicate concerns about own fitness/stress
- communicate with people of different ages, cultures, gender, language backgrounds
- participate in meetings/speak in a group

Required Knowledge

- available training and development
- basic principles of participating in meetings
- career progression options
- conflict resolution strategies
- cultural diversity principles
- dress codes
- equal opportunity responsibilities

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- factors which can affect work performance
- implications of change in the workplace on own job (such as introduction of new/amended legislation; introduction of new personnel; introduction of new technology including new communication systems; implementation of new work practices and services; organisational restructures)
- implications of external change on the organisation (such as at an international, national or state/territory level and invoke changes in society, changes to legislation, changes to organisational policies and procedures; community expectations; political changes)
- information on any licensing and certification requirements for driving vehicles and providing emergency care
- organisational policies and procedures (such as legislation relevant to the operation/incident/response; legislation relevant to the organisation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisational standards relating to harassment and anti-discrimination
- organisational structure
- positions in the organisation
- potential effects of not meeting commitments
- procedures and standards relating to conduct
- responsibilities of specific personnel
- stress recognition
- structure and function of workplace committees
- variety of communication strategies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • apply organisational policies, procedures and standards in own work performance **Consistency in performance** Competency should be demonstrated over of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed on the job or in a

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	simulated work environment. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Public safety organisations may include:	• aquatic rescue • defence • emergency services • fire • natural, cultural resource management personnel • police
Factors affecting work requirements may include:	• contingencies • impact of emergencies/incidents • other work demands • personnel available to assist • sea conditions • time • weather • wind and tide conditions

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Appropriate person may include:	• team leader • team member • supervisor
Conduct may include:	• acting legally, honestly and ethically • complying with dress code • complying with organisational code of conduct • complying with reasonable and lawful instructions • complying with safe work practices • complying with standard operating procedures • contributing to work objectives • disciplinary procedures • treating peers, clients, associates and members of the general community with due respect and courtesy
Workplace information may include:	• brochures • information on noticeboards • internet/intranet • leaflets • magazines • memos, circulars • multimedia • notices • policies • procedures • professional publications • risk/job safety analysis • signs
Training and development needs may include:	• career development/progression • new technology • personal development training • retraining for licensing and certification requirements • stress management
Taking appropriate action for stress may include:	• reporting to supervisor or team leader • seeking counselling • seeking medical advice • seeking peer support
Workplace issues may include:	• change and change management • conflict of interest • conflict with other personnel • conflict with public/others • excessive workloads

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	• new policies and changes • occupational health, safety and welfare • perceived harassment or discriminatory behaviour • perceptions of equity • resource allocation
Raising workplace issues with appropriate personnel may include:	• consultative committee representative • manager • occupational health and safety representative • peers • supervisor • team leader • union delegate
Workplace committees may include:	• consultative committees • occupational health and safety committees • project teams • social committees • special event committees
Contributing to workplace committees may include:	• comments • feedback • questions • reports • suggestions

Unit Sector(s)

Not applicable.

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PUATEA005A Manage own professional performance

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	First release on TGA.

Unit Descriptor

This unit covers the competency required to effectively manage one's own professional performance, and to perform ethically and with the integrity required to ensure the public's confidence.

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

Application of the Unit

This unit was developed for personnel working within a public safety environment.

Individuals must operate within laws and organisational policies and procedures but often work in dangerous and fluid environments where they are required to act independently and manage their own performance.

This unit is applicable to any individual in the workplace where the principles of own professional management apply.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Model high standards of personal performance, ethics and integrity	1.1 ***Own performance*** standards consistently serve as a role model for others. 1.2 Personal and professional integrity is maintained to engender confidence and respect. 1.3 Commitment to applicable laws and organisational policies, procedures and objectives is constantly demonstrated. 1.4 Breaches of organisational Codes of Ethics and/or practice are recognised and reported in required manner.
2. Review and monitor own performance	2.1 Required personal and ***professional performance standards*** are identified and acknowledged. 2.2 ***Self-assessment and reflection*** are regularly used to ***monitor performance*** against established standards and to accurately identify personal strengths and weaknesses. 2.3 Formal and informal performance feedback is regularly sought and acted upon appropriately. 2.4 Tasks are carried out to achieve outcomes sought and to minimise resource usage.
3. Develop and maintain ongoing personal competence	3.1 Currency of relevant professional operational competencies is maintained. 3.2 Personal development strategies are identified, planned and implemented, and results are evaluated. 3.3 New organisational developments are identified and the associated knowledge and skills are identified, acquired and applied.
4. Manage personal work priorities	4.1 Jobs/tasks are prioritised and undertaken in accordance with team goals. 4.2 Competing demands are assessed and organised

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ELEMENT	PERFORMANCE CRITERIA
	within time constraints to achieve individual, team and organisational priorities.
	4.3 Operational and self development needs are balanced within the work environment.
5. Assist and support other personnel	5.1 Informative and constructive feedback is provided to other personnel in a positive manner.
	5.2 Interaction with others promotes a productive and harmonious work environment.
	5.3 Encouragement, ***support and advice*** is provided to personnel as required.
6. Maintain physical and emotional health	6.1 Levels of personal physical and emotional health are routinely monitored and appropriately managed.
	6.2 Support is sought where required to enable identification and implementation of positive alternatives to personal problems.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- deal with and effectively respond to issues/events that challenge professional ethics
- maintain consistently high levels of personal presentation (such as dress code, mannerisms, respectfulness)
- maintain consistently high levels of 'professional ethics and integrity' in all work practices and dealings with the community
- maintain personal health and stress at a level that will enable optimum operational performance
- plan and implement personal improvement plans
- recognise, accurately assess and acknowledge personal strengths and weaknesses
- report breaches of integrity and behaviour to appropriate authorities
- seek out and respond effectively to feedback related to personal performance

Required Knowledge

- acceptable/non-acceptable behaviour and practices
- cultural awareness
- factors pertaining to job roles that affect/impact on personal health and stress
- internal/external professional support and development mechanisms
- internal procedures for dealing with breaches of professional ethics
- methods for assessing/reviewing personal performance and for planning and

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implementing effective personal improvement strategies
- organisational policies and procedures (such as legislation relevant to the operation/incident/response; legislation relevant to the organisation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- professional integrity and behaviour standards
- relevant organisational Codes of Practice/Ethics
- team dynamics and its impacts on personal work performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • consistently maintain professional performance standards **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed over time and under a range of various operational conditions. **Specific resources for assessment** There are no specific resource requirements for this unit.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment according to the workplace environment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation

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	• interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Own performance in the context of this unit may include:	• integrity and behaviour in relation to that expected and implied within organisational stated codes of ethics/practice • professional ethics • statements of values, law, policy and procedures
Professional performance standards:	• are those personal and technical attributes and skills required to undertake the day-to-day tasks and duties of the incumbent's role, to the required workplace performance level
Self-assessment and reflection may include:	• regularly reviewing own performance against established service standards and own personal professional goals and standards • seeking formal and informal feedback, in written and/or verbal formats
Monitoring own performance against established personal and organisational performance requirements may include:	• colleagues • formal/informal organisational initiated performance appraisals • human resource personnel, family and other relevant community members, etc. • identifying personal strengths/weaknesses/issues to be addressed • monitoring supervised staff, colleagues and/or team staff morale • obtaining feedback from supervisors • personal reflective behaviour strategies/methodologies • subordinates
Strategies for improvement may include:	• developing/implementing a personal/professional improvement program, either internal or external to the organisation including such things as: • adapting work rotation to facilitate changing personal/work priorities

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	• cultural awareness • developing improved interpersonal/technical skills • establishing new career paths internal or external to the organisation • formal/informal learning programs • seeking coaching, mentoring, counselling from appropriate personnel to overcome identified limitations • updating stress management abilities • utilising existing strengths to focus future career development
Support and advice may include:	• acting as a field supervisor • acting as a role model/mentor • assisting in induction • formal and informal socialisation • participating in a formal assessment program

Unit Sector(s)

Not applicable.

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PUAVEH001B Drive vehicles under operational conditions

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency to drive vehicles safely, including the systematic, safe and efficient control of all vehicles functions and effective management of hazardous situations under operational conditions.

Application of the Unit

This unit applies to all Public Safety workers who are required to operate vehicles both on and off road during public safety operations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare vehicle for operational response	1.1 The ***vehicle*** is selected to meet operational requirements and is suitable to use in the terrain. 1.2 Preliminary check of the vehicle is completed to ensure it is serviceable. 1.3 Equipment and accessories are checked to ensure they are available and serviceable. 1.4 ***Cabin drill*** and ***start up checks*** are completed in accordance with operational standards. 1.5 Engine is started in accordance with ***manufacturer's specifications.*** 1.6 Audible and visual warning systems are checked to ensure that they are all operational.
2. Drive the vehicle	2.1 Vehicle is prepared for, and safely operated in terrain suitable to the vehicle. 2.2 Vehicles and/or trailers are operated and positioned in accordance with traffic regulations and organisation's policies and procedures and to ensure safe and efficient operation. 2.3 Low risk driving techniques are used which minimise the likelihood of injury to persons or damage to equipment or property and in accordance with the organisation's policies and procedures.
3. Monitor traffic, road and terrain under operational conditions	3.1 Vehicle movement is controlled in response to external conditions to ensure safety of persons. 3.2 The most efficient route of travel is taken through monitoring factors likely to cause delays or route deviations. 3.3 ***Traffic and surface conditions*** are consistently monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- low risk driving techniques
- monitor and anticipate traffic hazard

Required Knowledge

- ancillary equipment
- appreciation of automotive systems
- emergency vehicle requirements and regulations
- knowledge of emergency vehicle inspection procedures
- knowledge of equipment and accessories
- local area knowledge
- traffic legislation
- traffic rules and regulations
- vehicle operating procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in a practical demonstration of driving skills. Maintaining personal safety, safety awareness and awareness of traffic conditions and other road users is critical. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency must be demonstrated in a simulated operational situation under varying conditions. **Specific resources for assessment** Assessment of this competency will require access to a relevant vehicle.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Vehicles may include:

- all types of operational vehicles
- tankers
- troop carrier
- rescue vehicles
- buses
- bulk water carrier
- all terrain vehicles
- pumpers
- aerial appliances
- communication vehicles
- command /control vehicles

Operational conditions may include:

- non-emergency driving
- emergency response driving
- off-road driving
- hazardous environmental conditions
- driving in special environments (e.g. on actual airport movement areas)
- prevailing weather
- time of day/night
- visibility
- recovery

Considerations may include:

- procedures
- traffic conditions
- levels of emergency response
- adverse weather
- traffic regulations
- warning devices
- adverse terrain
- type of vehicle
- adverse surfaces

Cabin drill may include:

- adjustment of seats
- seatbelts
- mirrors and steering
- radio on
- all crew seated/restrained
- dash layout
- gauges

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Start-up check may include:	• warning lights • fuel • coolant • oil • pump • water • equipment/locker security • visual inspection of vehicle • operation of emergency warning devices (lights/sirens) • crew intercom • physical check or scan of gauges
Instruments/gauges may include:	• warning lights • tachometer • temperature • electrical charging • systems indicators (high beam • turn signals • parking brakes) • speedometer • oil pressure • brake warning lights • audible warning devices • water tank level indicator
Relevant legislation and procedures may include:	• traffic regulations • organisation policy and procedures • accident procedures • emergency parking • possession of appropriate licence
Manufacturer's specifications may include:	• engine characteristics • systems warning functions • radius of turning circle • safety procedures • horsepower rating • maximum vehicle weight • fuel capacity for range • clearance height • engagement procedures • no-spin locking differential • anti-lock braking systems
Traffic conditions may	• parking

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include:

- traffic pattern and density
- known peak traffic periods and community functions and events
- effect of weather on roads
- road surface
- visibility

Unit Sector(s)

Not applicable.

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PUAWER001B Identify, prevent and report potential workplace emergency situations

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application, PC and Required Skills revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to identify and prevent the development of workplace emergency situations, or to minimise their consequences, and to report if emergency protection systems, emergency control equipment and evacuation systems are compromised.

For this unit the term workplace is defined as the area encompassed by an individual's responsibilities. All aspects of the unit must be undertaken in line with legislative requirements, workplace policies and procedures, and accepted safe practices.

This unit:

- has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 37452002
- covers the work required before the emergency services or specialist response team arrives
- does not cover the specific use of equipment to prevent workplace emergency situations

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees in the workplace to identify, prevent and report potential workplace emergency situations. This requirement is consistent with the legislative obligations of employees as prescribed in OHS legislation. The unit may also be used for planning for future operations in the workplace.

The knowledge and skills gained through the completion of this unit may be applied by all employees across all industries.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify, monitor and report situations that could lead to workplace emergencies	1.1 Situations that could lead to workplace emergencies are identified. 1.2 Immediate work area is routinely checked for any situations that could lead to emergencies. 1.3 ***Hazardous work*** is monitored to ensure precautions and workplace procedures are followed.
2. Identify, report and correct situations that could prevent workplace emergencies from being safely handled	2.1 Principles of operation of relevant ***emergency protection systems*** are identified. 2.2 Principles of operation of relevant ***emergency control equipment*** are identified. 2.3 Evacuation systems are identified. 2.4 Immediate work area is routinely checked for any situations that could lead to emergency protection systems, emergency control equipment and evacuation systems being made inoperable. 2.5 Situations that could lead to emergency protection systems, emergency control equipment and

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ELEMENT	PERFORMANCE CRITERIA
	evacuation systems being made inoperable are identified and corrected.
	2.6 Workplace procedures and accepted safe practices are regularly monitored and followed to ensure operability of emergency protection systems, emergency control equipment and evacuation systems.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively
- identify hazards in the workplace that reduce the effectiveness of emergency protection systems, emergency control equipment and evacuation systems
- monitor the work area to identify new and emerging risks on an on-going basis

Required Knowledge

- basic types, principles of operation and limitations of emergency protection systems and emergency control equipment typically installed in the workplace
- hazards in the workplace that reduce the effectiveness of emergency protection systems and emergency control equipment
- procedures for identifying, minimising or preventing, correcting and reporting situations within the organisation that may lead to workplace emergencies
- safe practices applicable to the workplace that help to prevent emergencies
- situations in the workplace that may lead to emergencies
- situations that may make emergency protection systems and emergency control equipment inoperable

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to identify emergency protection systems, emergency control equipment and evacuation systems; to identify and report situations that may lead to or contribute to workplace incidents and/or emergencies.
	Consistency in performance

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	Competency should be demonstrated in the workplace.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace. **Specific resources for assessment** Access to: • scenarios that reflect a range of emergency situations that may be expected in the workplace • appropriate emergency protection systems and emergency control equipment • relevant standards and workplace procedures

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazardous work may include:	• handling dangerous goods and hazardous materials (including waste) • hot work • manufacturing • unsafe manual handling • using, mixing and/or moving chemicals • working at heights, in confined spaces, in poorly ventilated spaces or around noise • working around traffic • working with plant and machinery • working with unstable equipment or equipment that has deteriorated
Emergency protection systems may include:	• automatic fire/leak/spill/movement detectors • CCTV • communications systems • manual alarms • passive installations, fire/smoke doors, fire walls • security infrastructure • special hazard identification systems • spill/leak containment systems • sprinkler and deluge systems • warning systems
Emergency control	• communications equipment

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equipment may include:	• escape equipment • fire/smoke detection, alarm, mitigation and suppression systems • first-aid kits • forcible entry tools • initial response firefighting equipment • isolation barriers • personal protection kits • shower and eyewash • spill control kits/equipment
Evacuation systems may include:	• access, egress • exits • procedures
Situations that could lead to emergency protection systems, emergency control equipment and evacuation systems being made inoperable may include:	• blocking egress • compromising security infrastructure or integrity • emergency lighting and/or exit lighting being damaged, missing or under service • locking or blocking exits • impairing exits and/or pathways to exits • interfering with alarm systems • not replacing or replenishing used emergency equipment • not reporting damage to emergency control equipment or facilities • propping open fire/smoke doors

Unit Sector(s)

Not applicable.

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PUAWER002B Ensure workplace emergency prevention procedures, systems and processes are implemented

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to implement workplace emergency prevention procedures within a workplace or a defined group of workplaces.

The person undertaking this work may be supervising some people in the workplace. All aspects of the unit must be undertaken in line with legislative requirements, workplace policies and procedures, and accepted safe practices.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745—2010.

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees in the workplace to implement workplace emergency prevention procedures, systems and processes; coordinate workplace emergency prevention inspections; review and report on workplace procedures; and undertake routine hazard analysis consistent with job function.

The knowledge and skills gained through the completion of this unit may be applied by employees across all industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ensure workplace emergency prevention processes are implemented	1.1 Workplace emergency prevention inspections are carried out according to workplace procedures, safe practices and workplace emergency management plan. 1.2 ***Situations that could lead to workplace emergencies*** are identified, mitigated or corrected, and recorded or reported. 1.3 Processes are reviewed and reported.
2. Ensure appropriate hazard analysis is undertaken and results are implemented	2.1 Workplace procedures are implemented to ensure that an emergency prevention ***hazard analysis*** in the area is routinely undertaken. 2.2 Personnel are designated to implement the processes according to the hazard analysis. 2.3 Workplace procedures are implemented to ensure personnel comply with identified emergency prevention processes.
3. Ensure workplace emergency protection systems, emergency control equipment and evacuation systems remain effective	3.1 Workplace procedures are implemented to ensure work practices do not interfere with the area's ***emergency protection systems***, ***emergency control equipment*** and ***evacuation systems.*** 3.2 Workplace procedures are implemented to ensure problems or deficiencies with area emergency protection systems, emergency control equipment and evacuation systems are corrected and reported.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively
- delegate affectively according to workplace procedures and level of responsibility
- effective leadership and decision-making to ensure safety in the workplace
- monitor and review the work area to identify new and emerging risks on an ongoing basis

Required Knowledge

- basic types, principles of operation and limitations of emergency prevention and protection systems and emergency control equipment typically installed in the workplace
- hazard analysis processes
- reporting procedures
- workplace procedures to rectify problems

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to identify workplace emergency prevention procedures and to ensure these procedures are routinely implemented.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace.

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- relevant workplace hazard analysis results

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Situations that could lead to workplace emergencies may include:	• deficient or ineffective security arrangements • fire/smoke hazards • poor housekeeping • unreported faults • unsafe practices • unsafe storage and handling of dangerous goods and hazardous materials • unsafe use of electrical or mechanical equipment
Emergency protection systems may include:	• automatic fire/leak/spill/movement detectors • communications equipment • CCTV • fire/smoke doors • manual alarms • security infrastructure • special hazard identification systems • spill/leak containment systems (sprinkler and deluge systems • warning systems
Emergency control equipment may include:	• communications equipment • escape equipment • fire/smoke detection, alarm, mitigation and suppression systems • first-aid kits • forcible entry tools • initial response firefighting equipment • isolation barriers • personal protection kits • shower and eyewash • spill control kits/equipment
Evacuation systems may include:	• access, egress • exits • procedures

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Unit Sector(s)

Not applicable.

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PUAWER003B Manage and monitor workplace emergency procedures, equipment and other resources

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to manage and monitor workplace emergency prevention and control structures for a complex workplace or a defined group of workplaces.

It involves managing problems and resolving issues in relation to the organisation's workplace emergency prevention process and emergency control structures.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745—2010

All aspects of the unit must be undertaken in line with legislative requirements, workplace policies and procedures, and accepted safe practices.

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts, who are delegated responsibility for implementing emergency prevention measures that may include:

- the purchasing, installation, commissioning, and maintenance of emergency control equipment
- hazard risk identification
- mitigation and recording of workplace emergency risks
- recording and reporting on emergency control equipment and faults
- monitoring and reviewing the currency and compliance of workplace emergency plans
- providing advice and guidance to the emergency planning committee and the emergency control organisation
- ensuring on-going compliance of workplace emergency procedures and training standards in accordance with relevant standards and statutory requirements

The knowledge and skills gained through the completion of this unit may be applied by employees across all industries.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage emergency measures and practices	1.1 ***Emergency prevention measures***, practices and control equipment are identified, documented and disseminated according to the requirements of the workplace emergency procedures. 1.2 Purchasing, installation and commissioning procedures are followed. 1.3 Instructions in the safe and effective use and care of ***emergency control equipment*** are documented and disseminated. 1.4 ***Situations that could lead to workplace emergencies*** are identified and recorded, and options for mitigating or avoiding these situations are formulated, tested and implemented.
2. Manage emergency control equipment	2.1 Emergency control equipment maintenance requirements are specified and managed. 2.2 Instructions and training are provided for on-site personnel in the care of emergency control equipment.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Equipment maintenance is audited for compliance.
	2.4 Emergency control equipment is assessed for useability and accessibility and is reported according to workplace procedures.
	2.5 Procedures are followed to correct emergency control equipment defects and deficiencies.
3. Record and report emergency control equipment and faults	3.1 Schedule for verifying and reporting faults is developed and implemented.
	3.2 Details and nature of faults are recorded and where possible rectified.
	3.3 Maintenance logs, records and tests are consulted and corrective action is verified.
	3.4 Reports on faults verified are provided in a timely manner and contain recommendations for improving verified faults .
	3.5 Frequency of occurrence of faults is monitored and reported.
4. Monitor emergency control structures	4.1 Currency, compliance and appropriateness of the workplace emergency plan are monitored.
	4.2 Emergency control organisation activities are monitored to ensure they comply with workplace emergency plans, relevant standards and are appropriate for the workplace.
	4.3 Advice is provided to emergency planning committee and emergency control organisation.
	4.4 Compliance with relevant standards and statutory requirements is checked and appropriate recommendations are made where compliance is an issue.
	4.5 Implementation of hazard analysis recommendations is monitored.
	4.6 Representation on the emergency planning committee and emergency control organisation is monitored according to the workplace emergency plan, relevant standards and statutory requirements.
	4.7 Recommendations and reports are provided to stakeholders.
	4.8 Training is provided and monitored in accordance with the workplace emergency plan and statutory requirements.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse operational effectiveness of emergency control equipment
- apply emergency prevention principles
- implement emergency prevention solutions
- implement maintenance auditing and fault reporting procedures
- report emergency prevention problems and suggestions for correction

Required Knowledge

- characteristics, use and limitations of workplace emergency procedures and emergency control equipment
- maintenance requirements of workplace emergency procedures and emergency control equipment
- principles of emergency prevention
- relevant legislation and standards
- typical applications of emergency prevention

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to ensure compliance of workplace emergency procedures, emergency control structures, equipment and other resources with relevant standards and statutory requirements.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace.

Specific resources for assessment

Access is required to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- workplace emergency management plan
- workplace emergency procedures

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- emergency control organisation policy documents
- emergency planning committee policy documents

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency prevention measures may include:

- emergency control equipment
- emergency evacuation systems
- emergency protection systems

Emergency control equipment may include:

- communications equipment
- escape equipment
- fire/smoke detection, alarm, mitigation and suppression systems
- first-aid kits
- forcible entry tools
- initial response firefighting equipment
- isolation barriers
- personal protection kits
- shower and eyewash
- spill control kits/equipment

Situations that could lead to workplace emergencies may include:

- deficient or ineffective security arrangements
- faults not being reported
- fire/smoke hazards
- poor housekeeping
- unsafe practices
- unsafe storage and handling of dangerous goods and hazardous materials
- unsafe use of electrical or mechanical equipment

Emergency control equipment maintenance requirements must include:

- Australian standards
- industry practices or needs identified as specific to the organisation or workplace
- legislative requirements including codes of practice
- manufacturers' guidelines

Unit Sector(s)

Not applicable.

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PUAWER004B Respond to workplace emergencies

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to recognise emergencies in the workplace, to report emergencies and to take appropriate action.

For this unit workplace is defined as the area encompassed by an individual's responsibilities.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745—2010.

Application of the Unit

This unit applies to all personnel within an organisation, within all industries and in all contexts.

This unit places responsibility on individual employees in the workplace to recognise, report and take action during workplace emergency situations. This requirement is consistent with the legislative obligations of employees as prescribed in OHS legislation.

The knowledge and skills gained through the completion of this unit may be applied by all employees across all industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for emergency situations	1.1 Current workplace emergency procedures to be used by employees and other workplace occupants are identified and followed. 1.2 Emergency resources in the workplace are identified and located. 1.3 ***Emergency response exercises*** are participated in according to workplace emergency procedures.
2. Report emergencies and potential emergencies	2.1 Emergencies and potential emergencies are identified and reported according to workplace emergency procedures. 2.2 People in any immediate danger from the emergency or potential emergency are alerted according to workplace emergency procedures.
3. Respond to emergency warnings and advice	3.1 ***Emergency warnings*** and advice are responded to according to workplace emergency procedures. 3.2 ***Instructions*** from emergency control response personnel are complied with during an emergency. 3.3 Sources of additional information are identified and information is sought from relevant people if the situation is not clear.
4. Evacuate from the work area	4.1 Need to evacuate from the work area is determined according to the level of immediate danger or instruction issued under the workplace emergency procedures. 4.2 Work area is prepared for evacuation according to workplace emergency procedures and the nature of

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ELEMENT	PERFORMANCE CRITERIA
	the emergency. 4.3 Area of danger is evacuated according to workplace emergency procedures. 4.4 Where it is safe to do so, assistance is provided to ***people who may require assistance.*** 4.5 Evacuation procedures and instructions from emergency control organisation or ***emergency response personnel*** are followed. 4.6 Alternative pathways or methods of evacuation are identified, assessed and chosen according to workplace emergency procedures if usual means of evacuation are blocked or endangered. 4.7 Communication systems are used according to workplace procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively in an emergency situation as outlined in the workplace emergency procedures
- identify an emergency/potential emergency
- adhere to documented workplace emergency procedures

Required Knowledge

- circumstances where evacuation may need to be modified
- emergency reporting systems and procedures used on site
- emergency warning system, signals and instructions used on site
- evacuation alarms and workplace emergency procedures used at the workplace
- location of assembly areas and post-evacuation actions
- location of emergency equipment in the workplace
- procedures for reporting emergencies
- roles, responsibilities and authority of emergency personnel, emergency control organisation and emergency response team
- types of emergencies, the hazards and the evacuation actions associated with each one

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to apply workplace procedures; to maintain own safety and the safety of others in emergency situations; and to follow workplace emergency procedures and the advice of emergency control organisation members.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace including assisting people who may need assistance.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace.

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- appropriate emergency resources
- range of communication equipment relevant to the workplace
- workplace emergency procedures and documentation

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency response exercises may include

- briefings
- debriefings
- emergency exercises, simulations and reviews
- table/desk top exercises

Emergency warnings may include

- audible/visual alarms
- audible or vibrating pagers
- coded or uncoded public address announcements
- e-mail
- screen alerts
- stench alarms

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People who may require assistance may include	• verbal alert • babies and children • people with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response • people from diverse cultural and linguistic backgrounds • people who are injured • people who are not able to comprehend the instructions given • pregnant women • the elderly
Emergency response personnel may include	• emergency control organisation members • counsellors • emergency response team members • police, fire and emergency services • peer support • recovery team

Unit Sector(s)

Not applicable.

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PUAWER005B Operate as part of an emergency control organisation

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to implement the emergency response specified in the workplace emergency procedures or specified by a person at a higher level in the emergency control organisation.

People who undertake this work will be working within the command, control and coordinate structure of the emergency control organisation.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745-2010.

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees who are delegated responsibility as part of an emergency control organisation to participate in the preparation of workplace emergency procedures; alert and report potential workplace emergencies; evaluate the need to evacuate a work area; prepare for an evacuation; and assist people who may require assistance in accordance with workplace emergency procedures.

The knowledge and skills gained through the completion of this unit may be applied by employees across all industries.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to emergency reports, signals and warnings	1.1 ***Emergency reports***, ***signals and warnings*** are identified and appropriate action is taken. 1.2 Emergency situations and possible further development are assessed and relevant action is taken according to workplace emergency procedures. 1.3 Arrangements are made for people who may require assistance. 1.4 ***Emergency stations*** are attended and operated according to workplace emergency procedures. 1.5 Suitable ***identification*** is worn according to workplace emergency procedures and relevant standards.
2. Initiate and control initial emergency response	2.1 ***Initial emergency response*** is initiated and carried out according to the workplace emergency procedures or authorised instruction. 2.2 Evacuated areas are checked according to workplace emergency procedures. 2.3 Results of the evacuation of an area are reported to the ***relevant person*** according to the workplace emergency procedures. 2.4 People are accounted for appropriately after the

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ELEMENT	PERFORMANCE CRITERIA
	evacuation and the results are reported to the relevant person according to the workplace emergency procedures.
	2.5 Persons not accounted for are reported in accordance with workplace emergency procedures.
3. Anticipate the further development of emergencies	3.1 Emergency responses are based on the emergency management plan, taking into account the current situation and possible further development.
	3.2 Possible further development of emergency situations is continually assessed, reported to the relevant person and acted on according to workplace emergency procedures.
4. Assist with post initial response	4.1 Emergency evacuation or alternative action is completed before any ***post initial response activities*** are undertaken.
	4.2 Post initial response activities are conducted under the control of the relevant person and are consistent with the workplace emergency plan.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- ability to relate to a range of people from a range of cultural, linguistic, social and ethnic backgrounds, and a range of physical and intellectual abilities
- apply methods of accounting for people
- assist people who need assistance
- carry out a search pattern within an area
- communicate clearly by the means specified in the workplace emergency procedures
- contribute to emergency management planning
- exercise leadership within a workplace emergency context
- use equipment assigned to assist with implementing the workplace emergency procedures

Required Knowledge

- arrangements for evacuating people who need support
- assessing and anticipating the progress of emergencies that might reasonably be expected in the workplace
- command, control and coordinate function of the emergency control organisation

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- context of own role within the workplace emergency procedures
- emergency assessment and reporting procedures
- emergency reporting signals, alarms, warnings and procedures
- emergency response and operating procedures
- members of the emergency control organisation and their roles and responsibilities
- evacuation priorities
- hazard identification
- precautions to be taken during emergencies and during an evacuation
- methods of accounting for people during and after emergencies
- methods of summoning first aid to occupants or visitor injured during an emergency evacuation
- need to keep the relevant person informed of the developing situation
- post initial response emergency activities
- responses to meet the various situations
- workplace procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to respond to emergency reports, signals and warnings appropriately; to supply clear directions under emergency conditions; to make decisions appropriate to the situation; to keep others appropriately informed; to respond according to the workplace emergency procedures; and to take on a leadership role consistent with the emergency control organisation.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace.

Specific resources for assessment

Access to scenarios that reflect a range of emergency situations that may be expected in the workplace.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency reports, signals and warnings may include:	• audible/visual alarms • audible or vibrating pagers • coded or uncoded public address announcements • e-mail • screen alerts • stench alarms • verbal alert
People who may require assistance may include:	• babies and children • people with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response • people from diverse cultural and linguistic backgrounds • people who are injured • people who are not able to comprehend the instructions given • pregnant women • the elderly
Emergency stations may include:	• assembly or marshalling points • designated telephone or intercom • designated muster points • emergency control point • master emergency control point • warden’s inter-communication point (WIP) phones
Identification may include:	• armbands • helmets, caps, hats • uniforms • tabards, vests or other distinguishing/distinctive clothing
Initial emergency response may include:	• to evacuate • not to evacuate • to partially evacuate • advice or requests for emergency services • alternative evacuation • lateral evacuation • any guidance from emergency response team

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- designated assembly area
- evacuation routes and destination
- not to re-enter the evacuated area until directed by emergency personnel
- shelter in place/lockdown
- relocating or providing welfare services for evacuated persons
- restricting entry to danger areas
- searching floors or areas
- supplying emergency equipment
- use of response equipment

Relevant person may include:

- emergency control organisation members
- emergency services personnel
- people with overall evacuation control responsibility or a person delegated with this responsibility
- police, fire and emergency services

Post initial response activities may include:

- assisting with recovery activities
- assisting with authorised restoration of normal activity
- participating in debriefing
- providing advice
- requests for emergency services or specialist response team
- relocating or providing welfare services for evacuated persons
- restricting entry to danger areas
- security
- supplying emergency equipment
- checking the welfare of evacuees

Unit Sector(s)

Not applicable.

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PUAWER006B Lead an emergency control organisation

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application and Required Skills and Knowledge revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to make decisions about people's safety during a workplace emergency and to give instructions on the priority order for responding to the emergency incident area.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745-2010.

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees who are delegated responsibility as part of an emergency control organisation to lead in the preparation of workplace emergency procedures; command, control and coordinate workplace emergency procedures and response; and conclude the incident.

People who undertake this work may act as the primary liaison with emergency services after their arrival.

The knowledge and skills gained through the completion of this unit may be applied by employees across all industries.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

PUAWER005B Operate as part of an emergency control organisation

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for workplace emergencies	1.1 Possible emergency situations in the workplace are identified. 1.2 Information on possible development and characteristics of typical emergency situations is gathered, assessed, analysed and applied according to workplace emergency plan. 1.3 Emergency actions for typical workplace emergency situations and emergency developments are identified according to the workplace emergency plan.
2. Apply command, control and coordinate aspects of workplace emergency procedures	2.1 ***Initial emergency response*** is initiated according to workplace emergency procedures. 2.2 Initial emergency response is subsequently controlled and coordinated according to incident type and workplace emergency procedures. 2.3 Suitable arrangements are made for the safety of people. 2.4 ***Welfare*** of evacuated people is arranged according to workplace emergency procedures. 2.5 Emergency response priority activities are completed before ***post initial response activities.***

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ELEMENT	PERFORMANCE CRITERIA
	2.6 ***Assets*** are secured where safe to do so. 2.7 Post initial response activities are assessed and initiated in consultation with emergency services. 2.8 Initial recovery activities are coordinated according to the workplace emergency management plan.
3. Control the response to emergency reports, signals and warnings	3.1 ***Emergency reports***, ***signals and warnings*** are correctly identified or initiated. 3.2 Action is taken to ensure ***emergency stations*** are attended and operated according to workplace emergency procedures and relevant standards. 3.3 Emergency situations are assessed and appropriate action is taken according to workplace emergency procedures. 3.4 Emergency response actions are controlled according to workplace emergency procedures.
4. Coordinate reports and results of initial emergency response	4.1 Reports of areas affected by the incident are received or sought. 4.2 Accounting for evacuated people is coordinated according to workplace emergency procedures. 4.3 Results and reports of the initial emergency response are analysed according to workplace emergency procedures.
5. Conclude incident	5.1 Action is taken to ensure 'all clear' is advised to appropriate people. 5.2 Required information for debriefing is provided in a timely manner. 5.3 Critical incident stress management is organised as appropriate. 5.4 Reporting is undertaken in accordance with workplace procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- ability to relate to a range of people from a range of cultural, linguistic, social and ethnic backgrounds, and a range of physical and intellectual abilities
- communicate clearly by the means specified in the emergency plan

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- interpersonal communication
- ability to take on a leadership role, which includes giving clear directions under emergency conditions, making decisions appropriate to the situation and keeping others appropriately informed

Required Knowledge

- accounting for evacuated persons and analysis of reports from evacuation areas
- actions to take in response to developing situations
- command, control and coordinate framework
- leadership responsibilities during a workplace emergency
- emergency plan and procedures
- emergency response reports or signals
- emergency response structure including external agencies and disaster plans
- emergency risk assessment, response and coordination actions
- hazard identification and precautions to be taken during emergencies and during an evacuation
- liaison requirements of emergency services
- own role in the emergency plan and role and authority of the emergency services
- people's typical behaviour in an emergency
- range of appropriate post initial response activities

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to respond to emergency reports, signals and warnings properly; to give clear directions under emergency conditions; to make decisions appropriate to the situation; to keep others appropriately informed; to respond in accordance with the workplace emergency procedures; to take on a leadership role consistent with the emergency control organisation; and to operate in accordance with the command, control and coordinate framework of the emergency control organisation structures. **Consistency in performance** Competency should be demonstrated controlling an emergency response or a simulated emergency response.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace. **Specific resources for assessment** Access to scenarios that reflect a range of emergency

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situations that may be expected in the workplace.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Initial emergency response may include:	• to evacuate • not to evacuate • to partially evacuate • advice or requests for emergency services • alternative evacuation • lateral evacuation • any guidance from emergency response team • designated assembly area • evacuation routes and destination • not to re-enter the evacuated area until directed by emergency personnel • shelter in place/lockdown • relocating or providing welfare services for evacuated persons • restricting entry to danger areas • searching floors or areas • supplying emergency equipment • use of response equipment
Welfare may include:	• arranging medical or first aid assistance where required • arranging transport • collecting personal or critical items when safe to do so • liaising with counselling services • relocating evacuated persons to other areas
Post initial response activities may include:	• advice or requests for emergency services • assisting with recovery activities • assisting with authorised restoration of normal activity • participating in debriefing • providing advice • requests for emergency services or specialist response team • relocating or providing welfare services for

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	evacuated persons • restricting entry to danger areas • searching floors or areas • security • supplying emergency equipment • checking the welfare of evacuees
Assets may include:	• equipment • information • livestock • machinery • material • plant
Emergency reports, signals and warnings may include:	• audible/visual alarms • audible or vibrating pagers • coded or uncoded public address announcements • e-mail • screen alerts • stench alarms • verbal alert
Emergency stations may include:	• assembly or marshalling points • designated telephone or intercom • designated muster points • emergency control point • master emergency control point • warden’s inter-communication point (WIP) phones

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAWER007B Manage an emergency control organisation

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application and Range Statement revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to manage or to operate as part of the management of an emergency control organisation.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745-2010.

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

The application of this unit includes all employees in the workplace who have a functional management role in the emergency control organisation. This expectation will be included in appropriate position descriptions and duty statements. The unit may also be used for planning for future operations in the workplace.

People who undertake this work would generally be members of an emergency planning committee.

The knowledge and skills gained through the completion of this unit may be applied by employees across all industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate a system of emergency response planning	1.1 Develop a workplace emergency plan, and ensure a system of emergency alerting is planned, specified, implemented and maintained according to the workplace emergency plan, needs, resources and relevant legislation. 1.2 A means of alerting people to the need for evacuation or other ***initial emergency response*** is provided in accordance with relevant legislation or appropriate standards. 1.3 Emergency risk management process is developed and implemented according to legislative requirements and relevant standards. 1.4 Emergency control organisation is established and trained to meet organisational needs and resources and the workplace emergency plan. 1.5 Resources required to support the effective operation of the emergency control organisation are identified and allocated.
2. Ensure emergency control organisation is in place	2.1 Possible emergencies are identified and defined and plans are developed to deal with them. 2.2 Building plans are analysed for initial emergency response issues. 2.3 Emergency response procedures are based on emergencies identified in the hazard analysis.
3. Provide for initiation and control of initial	3.1 Procedures for initiating and controlling the initial emergency response are developed, implemented

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ELEMENT	PERFORMANCE CRITERIA
emergency response	and communicated according to workplace emergency procedures.
	3.2 Suitable arrangements are established for the evacuation of ***people who need assistance.***
	3.3 Plans provide for ***assets*** to be secured where safe to do so.
	3.4 Plans provide for restricted access to the evacuated area.
	3.5 Evacuation exercises are conducted to validate and amend the procedures as required.
	3.6 A system to account for all people during emergencies is developed and implemented.
4. Provide for post initial response activities	4.1 Priorities for evacuation and ***post initial response activities*** are put in place.
	4.2 Need for post initial response activities is considered and discussed with emergency services.
	4.3 Possible post initial response activities and procedures are documented in workplace emergency procedures.
	4.4 Workplace emergency procedures provide for initial emergency response activities being completed before post initial response activities are undertaken.
	4.5 Workplace emergency procedures provide for recovery activities to be identified and developed, and their implementation to be facilitated.
5. Plan and implement emergency control organisation training	5.1 Training needs are identified and documented.
	5.2 Relevant training is developed, implemented and regularly reviewed according to workplace emergency plan, legislative requirements and relevant standards.
	5.3 Training covers topics identified in the needs analysis before a person is assigned emergency duties, when those duties are changed, or when a significant change occurs to the risk of emergencies at the workplace.
	5.4 Sufficient relevant refresher training, drills and exercises are conducted so that competencies needed by the workplace emergency initial response team are maintained.
	5.5 Resources required for training are identified and provided.
	5.6 Training provided reflects the needs of the

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ELEMENT	PERFORMANCE CRITERIA
	workplace, the individuals and statutory requirements.
	5.7 Qualified and experienced people are used to provide training.
	5.8 Feedback on training is sought and used to improve future training.
6. Provide advice and support for people in the post response and recovery phase	6.1 Provision is made for minimising adverse consequences to people involved, the environment and the organisation.
	6.2 A process is provided for debriefing to be undertaken according to workplace procedures.
	6.3 A process is provided for ***external support services*** to be accessed as necessary.
	6.4 Provision is made for liaison with the media to be undertaken according to organisation procedures.
	6.5 Provision is made for appropriate reports to be completed and processed according to organisation procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse
- chair meetings
- manage projects
- manage risk
- plan
- communicate

Required Knowledge

- characteristics, limitations and use of emergency alerting systems and procedures
- emergency alerting needs
- hazard identification and the precautions to be observed during emergencies
- legislative requirements
- methods/priorities in managing media responses in emergency situations
- organisation and its human resources
- people who may need assistance and the assistance they may require
- pre-planning procedures to allow for the conduct of post initial response activities

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- roles and responsibilities under legislation of employers, managers, supervisors, employees and contractors
- requirements under relevant standards and codes of practice
- resources required to support an emergency control organisation
- systems for controlling the entry of visitors, contractors and staff during an emergency
- workplace emergency hazard analysis

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to plan and prepare for the range of possible emergencies as identified by the hazard analysis.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace.

Specific resources for assessment

Access is required to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- hazard analyses
- emergency planning committee

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Initial emergency response may include:

- to evacuate
- not to evacuate
- to partially evacuate
- advice or requests for emergency services
- alternative evacuation
- lateral evacuation

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- any guidance from emergency response team
- designated assembly area
- evacuation routes and destination
- not to re-enter the evacuated area until directed by emergency personnel
- shelter in place/lockdown
- relocating or providing welfare services for evacuated persons
- restricting entry to danger areas
- searching floors or areas
- supplying emergency equipment
- use of response equipment

People who need assistance may include:

- babies and children
- people with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response
- people from diverse cultural and linguistic backgrounds
- people who are injured
- people who are not able to comprehend the instructions given
- pregnant women
- the elderly

Assets may include:

- equipment
- information
- livestock
- machinery
- material
- plant

Post initial response activities may include:

- advice or requests for emergency services
- assisting with recovery activities
- assisting with authorised restoration of normal activity
- participating in debriefing
- providing advice
- requests for emergency services or specialist response team
- relocating or providing welfare services for evacuated persons
- restricting entry to danger areas
- searching floors or areas
- security

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External support services may include:	• supplying emergency equipment • community services • counselling services • unions

Unit Sector(s)

Not applicable.

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PUAWER008B Confine small workplace emergencies

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application and Range Statement revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to confine small workplace emergencies.

Small workplace emergencies may include such incidents as a small fire that can be controlled using a nearby fire extinguisher; or a chemical spill that can be controlled using workplace personal protective clothing and equipment, and a small spill kit; or a workplace vehicle accident where there is no significant injury or damage.

All aspects of the unit must be undertaken in line with legislative requirements, workplace policies and procedures, and accepted safe practices.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745-2010.

This unit does not cover the competency required for first aid; there are other units that cover first aid competence such as PUAEME001B Provide emergency care..

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees in the workplace to identify, assess and safely confine workplace emergency situations. This requirement is consistent with the legislative obligations of employees as prescribed in OHS legislation. The unit may also be used for planning for future operations in the workplace.

The knowledge and skills gained through the completion of this unit may be applied by all employees across all industries.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for emergency situations	1.1 Possible workplace emergency situations and appropriate responses, within the range of current skills and relevant workplace emergency procedures, are identified. 1.2 Relevant ***emergency resources*** are identified and their location is ascertained in the work area. 1.3 Any problems with the serviceability of the emergency resources are identified and reported to relevant people in accordance with workplace procedures.
2. Identify and assess the emergency	2.1 Emergency situation or potential emergency situation and risks are identified and the likely effectiveness of initial response action is considered. 2.2 Advice in relation to emergency situation is sought according to workplace emergency procedures. 2.3 Where ***initial response actions*** are considered unsafe or inappropriate, action is taken according to workplace emergency procedures.
3. Safely confine emergencies where	3.1 Emergencies are confined to the immediate area according to workplace emergency procedures.

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ELEMENT	PERFORMANCE CRITERIA
possible	3.2 Emergency resources are used within the individual's limitations imposed by current skills, relevant workplace procedures and relevant legislative requirements. 3.3 Emergency resources used to confine emergency situation are used in a manner that will promote and enhance safe work conditions.
4. Use initial response equipment	4.1 Initial response equipment is checked to ensure its serviceability prior to use. 4.2 Appropriate equipment is selected for use in emergency situations. 4.3 Initial response equipment is used according to accepted safe practices and training. 4.4 Use of equipment is coordinated with other emergency actions.
5. Report workplace emergency response	5.1 Emergency situation response is documented and reported in accordance with workplace procedures. 5.2 Use of initial response equipment is documented and reported according to workplace procedures. 5.3 Initial response equipment is marked or positioned after use and reported to relevant personnel or authority to indicate if it requires servicing or replacing.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate in an effective manner
- give and follow instructions
- implement workplace procedures
- re-stow initial response equipment
- risk management
- use initial response equipment
- manage a small workplace emergency

Required Knowledge

- actions to be followed when initial response action is not safe
- appropriate initial response equipment

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- facilities that may be used to confine emergencies
- hazards involved with initial response action
- implications of the incorrect use of equipment
- limitations of initial response equipment
- limitations of use of emergency control equipment or facilities
- methods of extinguishment
- safe use of initial response equipment
- situations that must not be responded to because of the risk
- types of emergencies
- workplace procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to correctly identify the type of emergency that has occurred; to identify and take action to avoid or control any associated hazards; to use initial response equipment and techniques to safely and effectively control or contain the emergency. **Consistency in performance** Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace using initial response equipment.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in a simulated environment under conditions that safely replicate workplace emergency situations. **Specific resources for assessment** Access to scenarios that reflect a range of emergency situations that may be expected in the workplace.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency resources may	• personal access bar codes/swipe cards • barricades

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include:	• communication systems • fire protection equipment • first-aid kits • mechanical ventilation and air handling equipment • personal protective equipment • spill control kits • surveillance equipment • warning signs
Initial response action may include:	• activation of response team • activation of suppression systems • alerting others • containing the emergency • evacuating the area • removing people from danger • removing the emergency • rendering basic aid as required • shut down procedures • use of containment systems • use of portable fire extinguishers, fire blankets or hose reels

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAWER009B Participate as a member of a workplace emergency initial response team

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application, PC, Required Knowledge and Range Statement revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to participate as a member of a workplace emergency initial response team. This team works in conjunction with the emergency control organisation in the control of workplace emergencies in their early stages prior to the arrival of emergency services or specialist response teams.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745-2010.

This unit does not cover the competency required for crisis management, recovery or restoration.

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees who are delegated responsibility as part of an initial response team to participate in the preparation of workplace emergency procedures and respond to workplace emergencies. This expectation will be included in appropriate position descriptions and duty statements.

The knowledge and skills gained through the completion of this unit may be applied by employees across all industries.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for workplace emergencies	1.1 ***Emergency equipment*** assigned for use by the initial response team is stored and maintained in a safe, accessible and serviceable state. 1.2 Current workplace emergency procedures to be used by employees are identified and accessed. 1.3 Risk assessment of initial response team activities is undertaken according to workplace procedures. 1.4 Initial response team training activities are undertaken according to workplace emergency procedures and relevant legislation.
2. Respond to workplace emergencies	2.1 Emergency is responded to according to workplace emergency procedures. 2.2 Emergency situation is assessed for hazards and appropriate precautions against those ***hazards*** are implemented. 2.3 Identified hazards are reported to people in danger and the initial response team leader. 2.4 An appropriate level or response is determined according to the status of the emergency. 2.5 Instructions from the initial response team leader are confirmed and implemented safely and promptly.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Appropriate equipment is selected and operated according to workplace emergency procedures.
	2.7 Situation is contained to the extent necessary to prevent an escalation of the emergency and to enable emergency services and specialist response team activity to be completed safely.
3. Communicate with and complement other personnel	3.1 Effective communication with initial response team members and initial response team leader is constantly maintained.
	3.2 Activities are consistent with the initial response team leader's plan of action and support the work of other initial response team members.
	3.3 Activities support the actions of ***other initial response teams.***
	3.4 Any injuries, accidents or near misses involving team members are reported to the team leader.
4. Assist with recovery from workplace emergencies	4.1 Evidence relating to the cause, origin and progress of the emergency is preserved and recorded as far as possible.
	4.2 Appropriate assistance is provided in accordance with the workplace emergency procedures.
	4.3 Emergency equipment is returned to a state of readiness as soon as is reasonably practicable.
	4.4 Debriefings are attended and participated in as appropriate.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access and use protective clothing and equipment safely and effectively under emergency conditions
- communication skills during emergencies
- care for protective clothing and equipment
- interpret and respond to alarm systems
- re-stow initial response equipment

Required Knowledge

- alarm systems and associated equipment

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- appropriate personal protective clothing and equipment
- concept of dynamic risk assessment
- equipment operating characteristics, limitations, hazards, precautions, procedures and general care
- general emergency priorities and strategies
- hazard analysis
- hierarchy of control
- hazards and the precautions necessary during control activities
- procedures for responding to alarms
- survival, rescue and recovery procedures
- tactics for safely handling specific emergencies
- workplace emergency procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to be prepared for a safe and prompt response to a workplace emergency; to identify hazards and implement appropriate precautions; to use equipment safely and effectively; and to work as a team member safely and effectively under the direction of a workplace emergency initial response team leader.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace, including dealing with plausible contingencies.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in a simulated environment under conditions that safely replicate workplace emergency situations.

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- material safety data sheets
- workplace register of hazardous substances

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency equipment may include:

- emergency vehicles, trailers, trolleys or caches
- fire protection equipment
- forcible entry tools
- life support equipment
- monitors (or turrets)
- monitoring equipment
- personal protective clothing and equipment
- rescue equipment
- spill or leak control kits

Hazards may include:

- chemical, biological, radiological
- climatic
- electrical
- environmental
- explosive
- fire
- mechanical
- psychological (e.g. critical incident stress)
- noise related
- security related
- storm/flood
- structural
- thermal
- wildlife related

Other initial response teams may include:

- damage control
- emergency control organisation
- fire team
- first aid
- maintenance
- security

Unit Sector(s)

Not applicable.

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Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAWER010B Lead a workplace emergency initial response team

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application, Required Skills and Range Statement revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to lead a workplace emergency initial response team in the control of workplace emergencies in their early stages prior to the arrival of emergency services or specialist response teams.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745—2010.

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees who are delegated the responsibility to lead an emergency response team; to prepare the team for workplace emergencies; coordinate and communicate the control of workplace emergencies; and lead the team's recovery from an emergency. This expectation will be included in appropriate position descriptions and duty statements.

The knowledge and skills gained through the completion of this unit may be applied by employees across all industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAWER009B Participate as a member of a workplace emergency initial response team

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the team for workplace emergencies	1.1 ***Pre-incident planning*** sessions are conducted to familiarise team members with relevant workplace procedures and safe and effective actions to control workplace emergencies according to relevant legislative requirements. 1.2 Processes are developed and implemented to ensure the competence of team members is developed and maintained. 1.3 Discussions, practice drills and exercises are conducted in accordance with workplace emergency procedures. 1.4 ***Emergency equipment*** is confirmed to be in a serviceable and accessible condition in accordance with standard/operating procedures.
2. Coordinate the response to control workplace emergencies	2.1 Initial response team is made aware of the workplace emergency. 2.2 Team's response to the emergency is coordinated according to workplace emergency procedures, risk assessment and available resources. 2.3 Situation and its likely development is constantly assessed, ***hazards*** are identified and appropriate ***precautions*** are applied and maintained to safeguard team members. 2.4 Appropriate actions to safely control the emergency are selected, and contingency plans are developed and implemented if needed.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Instructions to implement selected actions are conveyed to team members in a clear manner and confirmed with them.
	2.6 Actions chosen for the team to implement are consistent with available resources and the priority order of safely protecting self, other people and property where safe to do so.
	2.7 Team actions are monitored, recorded and adjusted if needed to ensure safe and appropriate action is maintained.
3. Communicate with and coordinate personnel	3.1 Effective communication with team members is constantly maintained according to communication systems.
	3.2 Activities are consistent with the workplace emergency procedures and team members' actions are coordinated.
	3.3 Team members' actions are coordinated with the activities of ***other initial response teams*** .
	3.4 On arrival incident controller is briefed and control is transferred to the appropriate emergency services/specialist response team.
	3.5 Liaison is established with the responding emergency services or specialist response team, and all relevant information and support is provided to them.
4. Lead team's recovery from workplace emergencies	4.1 Team actions are coordinated to prevent a re-occurrence of the emergency and to enable recovery activities to be commenced safely.
	4.2 Appropriate assistance is coordinated, within the scope of the workplace emergency procedures.
	4.3 Equipment is checked, serviced and stored, replaced or disposed of, to ensure its readiness for use .
	4.4 Any injuries, accidents or near misses involving the team are reported and critical incident support services for the team are requested in accordance with relevant regulatory requirements.
	4.5 A debriefing of the team is conducted and an incident report is prepared and submitted according to workplace procedures.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- coordinate the use of emergency equipment safely and effectively under emergency conditions
- communication skills during emergencies
- ability to take on a leadership role, which includes giving clear directions under emergency conditions, making decisions appropriate to the situation and keeping others appropriately informed

Required Knowledge

- alarm systems and associated equipment
- appropriate personal protective clothing and equipment
- building fire safety features
- dealing with contingencies
- equipment operating characteristics, limitations, hazards, precautions, procedures and general care
- general emergency priorities and strategies
- hazards and relevant precautions
- how people react in emergency situations
- procedures for responding to alarms
- risk assessment
- roles, responsibilities and authority of emergency services personnel
- situational awareness
- survival, rescue and recovery procedures
- tactics for safely handling specific emergencies
- workplace emergency management plan

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to lead a safe and prompt response to a workplace emergency; to constantly assess the situation, identify hazards, apply and coordinate appropriate precautions; to select, implement and coordinate safe and effective actions by the team; to support the responding emergency services or specialist response teams; and to complete appropriate reports. **Consistency in performance** Competency should be demonstrated over time with a

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	range of emergencies that could be expected in the workplace, including dealing with plausible contingencies while leading a team.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in a simulated environment under conditions that safely replicate a range of workplace emergency situations. **Specific resources for assessment** Access to: • scenarios that reflect emergency situations that may be expected in the workplace • workplace emergency initial response equipment

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Pre-incident planning may include:	• contingency plans, sketches or notes about workplace layout, features, hazards and emergency control facilities • discussions and/or use of operational procedures involving emergency plans, sketches, notes, procedures or material safety data sheets
Emergency equipment may include:	• emergency vehicles, trailers, trolleys or caches • fire protection equipment • forcible entry tools • life support equipment • monitors (or turrets) • monitoring equipment • personal protective clothing and equipment • rescue equipment • spill or leak control kits
Hazards may include:	• chemical, biological, radiological • climatic • electrical • environmental • explosive • fire • mechanical

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	• psychological (e.g. critical incident stress) • noise related • security related • storm/flood • structural • thermal • wildlife related
Other initial response teams may include:	• damage control • emergency control organisation • fire team • first aid • maintenance • security

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAWER011B Manage workplace emergency initial response teams

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application and Range Statement revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to manage the workplace emergency initial response teams assigned to control workplace emergencies in their early stages prior to the arrival of emergency services or specialist response teams.

Depending on the size and structure of the workplace, management may involve more than one workplace emergency initial response team over more than one physical location as specified in the emergency management plan.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745—2010.

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

The application of this unit includes all employees in the workplace who have a functional management role of the emergency response team. A person performing this role has the delegated responsibility for the development of business plans and budgets to support the funding of an initial response team; undertake a risk assessment to identify possible hazards that the response team may encounter and develop and implement appropriate controls for those hazards including pre-incident planning, emergency procedures, response protocols and subsequent auditing; and recommend the acquisition and procurement of emergency equipment to support the initial response team, developing procedures and coordinating training on available equipment in accordance with manufacturers' specifications.

Responsibilities also include the coordination of training and assessment to ensure that a person is competent prior to induction on to the emergency response team, as well as ensuring effective scheduling of skills maintenance together with the reporting and recording of all training.

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The knowledge and skills gained through the completion of this unit may be applied by employees across all industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain initial response teams	1.1 Role, authority, structure and scope of the team are negotiated with the management of the workplace and are clearly defined and documented in the workplace emergency procedures. 1.2 An appropriate and effective system for alerting initial response team members to an emergency is developed, demonstrated to members and regularly tested. 1.3 An appropriate business plan and budget are developed and maintained for the initial response team. 1.4 Workplace emergency systems and procedures are audited for compliance.
2. Provide appropriate	2.1 Risk assessment relevant to the expected activities of

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ELEMENT	PERFORMANCE CRITERIA
information and procedures	the initial response team is conducted at intervals relevant to the levels of risk. 2.2 Possible ***hazards*** are identified, and appropriate controls for those hazards are developed and implemented. 2.3 Relevant, current information is provided to the initial response team about its role, authority, structure, scope, equipment, training. 2.4 Workplace emergency procedures are developed, provided to appropriate people and regularly reviewed. 2.5 ***Pre-incident planning*** information about the current layout of the workplace and key features relevant to emergencies is provided to the initial response team in an accessible form. 2.6 Members of the initial response team and emergency control organisation are consulted and encouraged to participate in the development and review of relevant workplace emergency procedures.
3. Make recommendations for the provision of appropriate emergency equipment and manage its maintenance	3.1 Recommendations are made for the acquisition of ***emergency equipment*** appropriate to the role and scope of the initial response team. 3.2 Safe operating procedures, based on risk assessment and manufacturers' instructions, are developed and communicated to initial response team. 3.3 Appropriate arrangements are made for the storage of emergency equipment in a location that is safe, convenient and readily accessible to initial response team. 3.4 Appropriate arrangements are made to ensure emergency equipment is maintained in an accessible and serviceable condition, according to relevant standards and/or the manufacturers' instructions. 3.5 Appropriate personal protective equipment, and information about its characteristics, limitations, safe use and care, are provided to each member of the initial response team.
4. Arrange appropriate training for the initial response teams	4.1 Training and assessment is arranged before a person is assigned initial response duties. 4.2 Training is arranged according to the needs analysis to ensure currency of competence and where the duties or risks within the workplace change. 4.3 Arrangements are made for the effective scheduling,

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ELEMENT	PERFORMANCE CRITERIA
	promoting, reporting and recording of training. 4.4 Feedback on performance during training is used to validate and improve the training.
5. Monitor and report on effectiveness of the initial response teams	5.1 Initial response team is regularly audited and reviewed for relevance and ability of the workplace to implement the system. 5.2 Status of the initial response team and emergency control system is reported to management on a regular basis.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assess resources needed by workplace emergency initial response teams
- communicate and consult effectively with a range of agencies, professions and advisers
- conduct meetings
- deal with conflict
- develop procedures
- leadership
- manage and conduct risk assessments/analysis
- negotiation
- plan and promote training
- relate to a range of people from a range of cultural, linguistic, social and ethnic backgrounds, and a range of physical and intellectual abilities
- select team members
- write reports for a range of audiences including senior management and external agencies

Required Knowledge

- appropriate personal protective clothing and equipment
- audit management systems
- emergency warning systems
- equipment operating characteristics, limitations, hazards, precautions, procedures and general care
- general emergency priorities and strategies
- hazards and relevant precautions
- how people react in emergency situations

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- maintenance management systems
- situational awareness
- statutory and legislative requirements
- tactics for safely handling specific emergencies
- training management systems
- workplace emergency management plan

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to conduct a risk assessment; to identify hazards; to implement controls effectively; and to audit all processes. There should also be clear evidence of a systematic approach to managing the workplace emergency initial response team.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies and workplace emergency team management issues that could be expected in the workplace.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace.

Specific resources for assessment

Access is required to scenarios that reflect a range of emergency situations that may be expected in the workplace.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazards may include:

- chemical, biological, radiological
- climatic
- electrical
- environmental
- explosive
- fire

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	• mechanical • psychological (e.g. critical incident stress) • noise related • security related • storm/flood • structural • thermal • wildlife related
Pre-incident planning may include:	• contingency plans • sketches or notes about workplace layout • features • hazards • emergency control facilities • discussions and/or use of operational procedures involving emergency plans, sketches, notes, procedures or material safety data sheets
Emergency equipment may include:	• emergency vehicles, trailers, trolleys or caches • fire protection equipment • forcible entry tools • life support equipment • monitors (or turrets) • monitoring equipment • personal protective clothing and equipment • rescue equipment • spill or leak control kits

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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TLIH107D Interpret road maps and navigate pre-determined routes

Modification History

Not applicable.

Unit Descriptor

This unit involves the skills and knowledge required to interpret road maps and navigate routes as part of transport operations including identifying and determining the most appropriate route, and completing required route documentation in accordance with operational requirements.

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant state/territory roads and traffic authorities.

Work is performed under general or limited supervision. It involves the application of the basic map reading principles and procedures when interpreting street directories and road maps and following pre-determined routes as part of transport operations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this competency is packaged will assist in identifying employability skill requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Identify and determine the pre-planned route**	1.1 Documentation on the pre-determined route is accessed and interpreted
	1.2 Relevant street directory and/or road maps are identified and accessed
	1.3 Street directory and road map symbols are recognised and interpreted
	1.4 Points of departure and destination are identified in a directory index and the information used to locate designated places on the appropriate map
	1.5 Directions for a pre-determined route are interpreted and the route traced using a street directory and road map
	1.6 Key intersections and other landmarks along the route are identified for use in following the planned route
	1.7 Alternative routes are identified for possible contingency situations such as emergencies or traffic delays
	1.8 Pre-determined route is correctly followed
2 **Complete necessary documentation**	2.1 Required route documentation is completed in accordance with purpose of transportation and with workplace requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

Relevant state and territory permit and licence regulations and requirements

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Operational procedures for interpreting road maps, using GPS devices and navigating routes

Road conditions for various routes, including sections undergoing road works

Height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route

Traffic conditions at various times of the day along specific routes

Security hazards and issues (where relevant)

Current information on accidents or emergencies that might close or restrict traffic on a particular route

Location of service stations/rest stops where relevant

Typical problems that may arise concerning the interpretation of road maps, the use of GPS devices and the navigation of predetermined routes and appropriate action that should be taken

Workplace requirements for recording and documenting route information

Required skills:

Communicate effectively with others when interpreting road maps, using GPS devices and navigating predetermined routes

Read and interpret instructions, procedures, information and signs relevant to route navigation

Identify and correctly use maps and other route documentation, including: identification of town and suburb locations; identification of roads and intersections; reading and interpretation of map symbols; and estimation of route distances using map information

Where applicable, use GPS devices to navigate predetermined routes

Interpret and follow operational instructions and prioritise work

Complete documentation related to route navigation

Operate electronic communication equipment to required protocol

Where applicable work collaboratively with others (such as fleet managers, sales team etc.) when interpreting road maps, using GPS devices and navigating predetermined routes

Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others

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Promptly report and/or rectify any identified problems that may arise when interpreting road maps, using GPS devices and navigating predetermined routes in accordance with workplace procedures

Plan for alternative routes in the event of contingencies such as road works, emergencies or delays

Plan own work including predicting consequences and identifying improvements

Monitor work activities in terms of planned schedule

Modify activities depending on differing operational contingencies, risk situations and environments

Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment

Operate and adapt to differences in equipment in accordance with standard operating procedures

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying: the underpinning knowledge and skills relevant legislation and workplace procedures other relevant aspects of the range statement
Context of and specific resources for assessment	Performance is demonstrated consistently over a period of time and in a suitable range of contexts Resources for assessment include: a range of relevant exercises, case studies and other simulated practical and knowledge

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	assessment, and/or access to an appropriate range of relevant operational situations in the workplace
	In both real and simulated environments, access is required to: relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	Assessment of this unit must be undertaken by a registered training organisation As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests Practical assessment must occur: through appropriately simulated activities at the registered training organisation, and/or in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

This unit covers:	work of transport and distribution personnel involved in the delivery of a range of possible goods and materials including valuables, secured products and documents and materials
Operations may be conducted:	in a range of work environments and weather conditions by day or night
Customers may be:	internal or external

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Routes will be pre-determined but may include:	alternative routes to accommodate contingency situations
Map areas may include:	metropolitan areas country and regional areas interstate locations
Depending on the type of transport service being provided, consultative processes may involve:	clients other employees and supervisors management other professional or technical staff private security personnel public sector security personnel police and other emergency services security consultants
Communication in the work area may include:	mobile and fixed phones radio oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	company procedures enterprise procedures organisational procedures established procedures
Information/documents may include:	workplace procedures and policies route specifications maps and street directories published information on route hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route competency standards and training materials supplier and/or client route documentation quality assurance procedures emergency procedures
Applicable regulations and legislation may include:	relevant state/territory road rules and traffic acts

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	regulations and codes related to the transport of dangerous goods, explosives and hazardous materials

Unit Sector(s)

Not applicable.

Competency Field

H - Route Planning and Navigation

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ICAU2006B Operate computing packages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to identify, select and correctly operate three desktop applications for a range of purposes. There may be benefit in concurrent learning with the following units: • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system The following units are linked and form an appropriate cluster: • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use appropriate software	1.1. Select ***software*** appropriate to perform activity 1.2. Use ***software*** to produce required outcome using a range of features related to the activities 1.3. Save documents in appropriate directories/folders
2. Access, retrieve and manipulate data	2.1. Select and access ***files*** 2.2. Amend and save ***files*** according to requirements 2.3. Produce documents and ***files*** that meet organisational needs 2.4. Save ***files*** in appropriate directories/folders 2.5. Exit ***software*** correctly without loss of ***data***
3. Access and use help	3.1. Identify the help resources available for basic

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ELEMENT	PERFORMANCE CRITERIA
functions within each application	difficulties with the ***software*** 3.2. Access user help documentation and other resources for basic difficulties with the ***software***
4. Use keyboard and equipment	4.1. Follow ***OH&S*** standards and regulations to avoid injury or illness 4.2. Use wrist rests and document holders where appropriate 4.3. Use monitor anti-glare and radiation reduction screens where appropriate 4.4. Ensure user ***equipment*** is maintained and free from defects that could cause injury

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Basic analysis of desktop layout, monitor and chair positioning, keyboard techniques and use of the mouse • Basic problem solving in application management and help function usage • Reading and writing at a level where basic workplace documents are understood • Clear and precise communication with team members and supervisors • Interpretation of user manuals
Required knowledge
• OH&S principles and responsibilities • Basic understanding of system usage • Basic technical terminology in relation to reading help files and responding to system help prompts • Personal computer access and log-on procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to produce several workplace documents utilising a minimum of three different computing packages. Learner will demonstrate the use of a wide range of features from each package. To demonstrate competency in this unit the person will require access to: • Personal computer • Basic software • Documents or information containing data suitable for use with computing packages
Context of and specific resources for assessment	This unit brings together a range of basic computer skills and knowledge consistent with general expectations around computer usage in the workplace. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear. There would generally be limited complexity in the range of operations to be applied. Assessment must ensure: • Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes would be characteristic. • Applications may include some complex or non-routine activities involving individual

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EVIDENCE GUIDE	
	responsibility or autonomy and/or collaboration with others as part of a group or team.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAU2005B Operate computer hardware • ICAU2231B Use computer operating system • ICAD2003B Receive and process oral and written communication • ICAI2015B Install software applications • ICAW2001B Work effectively in an IT environment An individual demonstrating this competency would be able to:

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EVIDENCE GUIDE	
	• Demonstrate basic operational knowledge in a moderate range of areas • Apply a defined range of skills • Apply known solutions to a limited range of predictable problems • Perform a range of tasks where choice between a limited range of options is required • Assess and record information from varied sources • Communicate with team members to clarify job requirements • Take limited responsibility for own outputs in work and learning • Maintain knowledge of industry products and services Demonstration of these competencies would involve: • Using appropriate software • Opening, amending and saving files and documents according to organisational requirements • Using help manuals and on-line help when appropriate • Applying OH&S procedures • Demonstrating basic operational knowledge in a moderate range of areas • Performing a range of tasks where choice between a limited range of options is required • Assessing and recording information from varied sources

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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RANGE STATEMENT	
Software may include but is not limited to:	• commercial software applications • organisation-specific software • It is expected that a word processing application, Database Application and Spreadsheet application will be chosen in preference to other types of applications
Files may include but is not limited to:	• html pages • pdf files • text files • pictures • music • email messages
Data may include:	• text • images • graphics • screenshots • icons added to the document
Equipment may include but is not limited to:	• workstations • personal computers • modems and other connectivity devices • printers • hard drives • DSL modems • monitors • switches • hubs • personal digital assistant (PDA) • other peripheral devices
OH&S may include:	• correct posture • lighting • type of desk • type of monitor • style of chair • typing position • repetitive strain injury prevention • ventilation • light position • length of time in front of computer

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Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU1133B Send and retrieve information using web browsers and email

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to complete basic internet search tasks as well as send and receive emails with attachments. The following units are linked and form an appropriate cluster: • ICAS1193B Connect a workstation to the internet • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1213B Conduct on line transactions • ICAS2243B Detect and protect from spam and destructive software No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Access the internet	1.1. Open an ***internet browser*** and set a home page of personal choice by setting ***internet options*** 1.2. Adjust the display of the ***internet browser*** to suit personal requirements 1.3. Modify ***toolbar*** to meet user and ***internet browser*** needs 1.4. Access a particular website, note privacy and other conditions of use and retrieve data 1.5. Enter a uniform resource locator (URL), in the address line of the ***internet browser***
2. Search the internet	2.1. Locate and select appropriate ***search engine*** and define search expressions based on the data required

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Save search expression results and present them in a report according to the information requirements 2.3. Create a bookmark within the ***internet browser*** or a link for the required web page and save it in a bookmark folder 2.4. Modify the ***internet browser*** options for printing and print a web page 2.5. Close the internet browser
3. Research and apply 'netiquette' principles	3.1. Select ***search engine*** and using key word search research the concept of ***netiquette*** (or web etiquette) 3.2. Review rules of good online manners from at least two ***netiquette*** sites 3.3. Develop a personal list of ***netiquette*** principles to be applied to email and newsgroup discussions 3.4. Check that these are consistent with organisational policies
4. Send and organise messages	4.1. Open an email application package and create a new email message 4.2. Add addressee to the email message 4.3. Compose the text of an email message according to organisational guidelines 4.4. Create and add an automatic signature for the user, so that it appears automatically in every new email message that the user creates 4.5. Attach ***files*** to the email message, using the attachment feature 4.6. Determine and set a priority for an email message and spell check and edit text as required 4.7. Send the email message 4.8. Reply to received messages and forward as appropriate, using the carbon copy and forward features 4.9. Open and save an attachment to the relevant folder 4.10. Search for an email message and set a priority setting or delete as necessary 4.11. Sort inbox according to sender's name and date received 4.12. Save email messages in a folder 4.13. Compact folder to save space 4.14. Print an email message
5. Create an address	5.1. Manually add an email address to the email package

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ELEMENT	PERFORMANCE CRITERIA
book	address book 5.2. Update the address book by transferring the email address from a received message 5.3. Create a distribution list and send out email message

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Ability to implement workstation adjustment according to OH&S guidelines • Basic analysis in relation to a limited range of routine tasks • Low-level decision making in relation to a limited range of routine tasks • Problem solving skills in known areas during normal routine activities • Reading and writing at a level where basic workplace documents are understood • Clear and precise communication • Ability to interpret user manuals • Using a PC and peripherals • Cultural understanding
Required knowledge
• Makeup and structure of an internet addresses • Basic technical terminology in relation to reading help files and prompts • Log-on procedures for accessing a PC • Modem speed, traffic loads in relation to times of accessing the internet • Evaluating and assessing the authority, reliability and authenticity of information • Organisational guidelines on internet and email usage ('web etiquette' or netiquette) • Different types of search engines (eg. Google, Alta Vista, Infoseek) • Different types of messages that occur (e.g. error messages, updates, need for installing plug-ins)

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • Assessment must confirm the ability to browse the internet, search for information, send and receive emails and organise the email client application on the computer. To demonstrate competency in this unit the person will require access to: • Organisational style guide/policy • Organisational policies on internet and email usage • Personal computer with internet capability
Context of and specific resources for assessment	This competency provides one of the fundamental foundation skills for interacting online. In this context, individuals must recognise their own responsibility in having access to the vast services, sites, systems and people provided by the internet. The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable. Assessment must ensure • Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Method of assessment	The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility

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	practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1. • Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAS1193B Connect a workstation to the internet • ICAU1128B Operate a personal computer • ICAU1129B Operate a word processing application • ICAU1213B Conduct on-line transactions • ICAS2243B Detect and protect from spam and destructive software An individual demonstrating this competency would be able to: • Demonstrate knowledge by recall in a narrow range of areas • Demonstrate basic practical skills, such as the use of relevant tools • Perform a sequence of routine tasks given clear direction • Receive and pass on messages and information

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	• Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Internet browser may include but is not limited to:	• Netscape Navigator • Internet Explorer • Mozilla • Opera • Galleon • Phoenix • Konqueror • Lynx
Internet options may include but are not limited to:	• configuring of the following options: home page, location of temporary files, privacy level, security level, type of connection and history
Toolbar can contain:	• buttons • menus • a combination of both
Netiquette	• Is sometimes referred to as web etiquette and is an informal code of manners governing online conduct which may include but is not limited to the use of upper and lower case letters in messages, not spamming other users, not posting commercial messages to newsgroups, learning to lurk before posting, respect for other's time, privacy and bandwidth
Search engine may include:	• Snap • Questfinder • Ask Jeeves • Google

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RANGE STATEMENT	
	• Metacrawler • Alta Vista • Excite • Infoseek • Findlink • Northern Light • AOL Netfind • Hotbot • LookSmart • Yahoo • Netscape • Lycos • Open Text • WebCrawler • Go To Dot Com • Beaucoup • Meta Search • Search.com • Go2Network • Savvy Search • Profusion • Dogpile • Metagopher
Organisational guidelines may include but are not limited to:	• personal use of emails and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk (MS windows OS and Mac OS only)
Files may include but is not limited to:	• html pages • pdf files • text files • pictures • music • email messages

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Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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PUAEMR007B Conduct risk assessment

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to identify and assess risk in preparation for the treatment of that risk.

This competency would normally apply to personnel working at a relatively simple and routine level, in which they use established organisational policy and procedures. Personnel would normally have local supervisory/management responsibility and apply known solutions to a variety of predicable problems.

The unit covers the first four steps of the risk management process and provides the skills and knowledge required to conduct a risk assessment. It does not deal with the treatment of risk; this is covered in the unit PUAEMR006B Treat risk at an operational level.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Establish the risk context**	1.1 Aims, objectives, scope and boundaries of the ***risk*** assessment are clearly defined in accordance with ***organisational policies and procedures***
	1.2 Risk evaluation criteria is identified and confirmed as contained in organisational policies, procedures or supervisors' guidance
	1.3 ***Structure*** for the planning required to conduct a risk assessment is determined
	1.4 Aims and objectives of ***stakeholders*** are identified and recorded in accordance with workplace procedures and guidelines
2. **Identify risk**	2.1 All possible sources of risk which may impact on the situation or objectives are identified and recorded in accordance with workplace

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ELEMENT	PERFORMANCE CRITERIA
	procedures and guidelines
	2.2 Sources of risk are identified from the perspective of all stakeholders
	2.3 Risks are identified using a ***specified methodology or tool*** in accordance with workplace procedures and guidelines
	2.4 Stakeholders are consulted during the risk identification process to finalise a list of risks
3. **Analyse risk**	3.1 Potential consequence of a risk and the likelihood of that consequence are estimated
	3.2 Risks are analysed using a specified method or tool in accordance with organisational policies and procedures
	3.3 Levels of risk are determined, documented and communicated in accordance with organisational policies and procedures
4. **Evaluate risk**	4.1 Levels of risk are prioritised for treatment
	4.2 Calculated level of risk is compared to the established risk evaluation criteria, and communicated to supervisors
	4.3 Risks are monitored and reviewed until appropriate treatment measures have been implemented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analytical and probing
- communicate with stakeholders and convey information, including:
- listening
- questioning
- paraphrasing
- clarifying
- summarising

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REQUIRED SKILLS AND KNOWLEDGE

- critically evaluate an operational situation by listening, observing and clarifying information with supervisor
- follow instructions/directives and report information
- interpersonal
- make notes of observations
- participate in the team
- provide and receive feedback in a constructive manner
- read and understand the organisation's plans, policies and procedures
- represent mathematical ideas in appropriate format
- solve problems for a defined range of problems
- voice personal view to the review process

Required Knowledge

- aims and objectives of the task
- organisational policies, procedures and guidelines
- risk management terminology and language in accordance with relevant standards (risk, hazard, risk assessment, risk management and risk treatment)
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk
- team work principles and strategies
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others
- techniques/methods used to identify or analyse information
- verbal and non-verbal communication techniques including language style, active listening
- written communication to a level required to complete workplace forms and reports

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholder's involvement throughout the process and that an informed analysis of the risks has been undertaken using tools and methodology approved by the organisation

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EVIDENCE GUIDE

	Consistency in performance Competency should be demonstrated by gathering evidence over a range of workplace scenarios, using a variety of tools and methodology and should include the assessment of a variety of risks that may adversely impact on the organisation
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or under conditions that accurately simulate the workplace **Specific resources for assessment** Access to: • organisational documentation • relevant organisational standards • appropriate tools and methods used within the organisation
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Risks that may impact on objectives may include	Actual events Conflict Economic Environmental Financial Human behaviour Political circumstances Safety

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RANGE STATEMENT

	Security
	Technical
Organisational policies and procedures may include	Australian Standard AS/NZS 4360
	Commonwealth and state/territory legislative requirements eg OHS Act
	Industry standards and codes of practice
	Organisational charter/business plan
Structure must include identifying	Amount of documentation required
	Analysis tools which are required to conduct the assessment
	Approach taken to conduct the assessment
	Depth of assessment
Stakeholders may include	Those people, organisations and other interested parties (both internal and external) who may affect, be affected by, or perceive themselves to be affected by, a decision or activity
Specified methods or tools may be	Qualitative
	Quantitative
	Semi-quantitative
	Or a combination of the three
Specified methods or tools may include	A risk matrix
	Analysis of risk registers
	Brainstorming
	Business continuity planning
	Examining any available data eg audit results/incident reports
	Expert judgement
	Focus groups
	Nomogram
	Scenario analysis
	SWOT analysis

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Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	PUAEMR006B Treat risk at an operational level

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PUAEMR006B Treat risk at an operational level

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to identify, plan and implement treatment options in order to reduce risk.

Personnel working at this level will normally operate in a relatively simple and routine workplace in which they use the organisation's policy and procedures. Personnel would normally have local supervisory/management responsibility and will apply known solutions to a variety of predictable problems.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite Unit/s Nil

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Make risk decision**	1.1 Calculated level of ***risk*** is compared to the established risk evaluation criteria and determined to be acceptable or unacceptable in consultation with the supervisor
	1.2 Risk that is determined as unacceptable is documented and noted for treatment
2. **Identify and select treatment options**	2.1 ***Treatment options*** of known risks are identified and confirmed as contained in ***organisational policies and procedures*** or supervisor's guidance
	2.2 Treatment options under consideration are evaluated for ***effectiveness*** within the given context
	2.3 Selected treatment options are documented and communicated in accordance with organisational policies and procedures
3. **Implement treatment options**	3.1 ***Treatment plans*** incorporating selected options are implemented in accordance with organisational policies and procedures

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Treatment plans are communicated in the workplace in accordance with organisational policies and procedures
	3.3 Treatment plans are evaluated to determine residual risk following implementation
4. **Monitor and review risk and the process**	4.1 Effectiveness and efficiency of the treatment plan is ***monitored***, reviewed and recorded in accordance with organisational policies and procedures to ensure compliance and validity
	4.2 Residual risk is calculated and communicated to supervisors so that a decision can be made whether to accept this risk or to re-establish the risk management process
	4.3 Treatments are adjusted and communicated following the review process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analytical and probing
- communicate with stakeholders and convey information, including:
- clarifying
- listening
- paraphrasing
- questioning
- summarising
- critically evaluate an operational situation by listening, observing and clarifying information with supervisor
- follow instructions/directives and report information
- interpersonal
- make notes of observations
- participate in the team
- problem solving skills for a defined range of problems
- provide and receive feedback in a constructive manner

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REQUIRED SKILLS AND KNOWLEDGE

- read and understand the organisation's plans, policies and procedures
- represent mathematical ideas in appropriate format
- voice personal view to the review process

Required Knowledge

- aims and objectives of the task
- organisational policies and procedures
- risk management terminology and language in accordance with relevant standards (such as risk, hazard, risk assessment, risk management and risk treatment, residual risk, treatment plans, risk evaluation criteria)
- team work principles and strategies
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others
- verbal and non-verbal communication techniques including body language, language style, active listening
- written communication to a level required to complete workplace forms and reports

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholders' involvement throughout the treatment process and that an informed analysis and selection of treatment options has been undertaken using the methodology and procedures approved by the organisation **Consistency in performance** Competency should be demonstrated by gathering evidence over a range of workplace scenarios, using a variety of tools and methodology and should include the assessment of a variety of risks that may adversely impact on the organisation
Context of and specific	**Context of assessment**

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EVIDENCE GUIDE

resources for assessment	Competency should be assessed in the workplace or under conditions that accurately simulate the workplace **Specific resources for assessment** Access to: • organisational documentation • relevant organisational standards • appropriate tools and methods used within the organisation
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Treatment options may include	Avoiding the risk Reducing the consequences Reducing the likelihood of the occurrence Retaining the risk Transferring the risk
Risks that may impact on objectives may include	Conflict Economic Environmental Financial Human behaviour Legal Natural events Political circumstances Safety Technical

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RANGE STATEMENT

Organisational policies or procedures may include	Australian Standard AS/NZS 4360 Commonwealth and state/territory legislative requirements eg OHS Act Industry standards and codes of practice Organisational charter/business plan
Effectiveness include	Benefits to the individual Benefits to the organisation Cost benefits resulting from the implementation of the treatment Cost of implementing the treatment option
Treatment plans include	Budgeting Expected outcome of treatments Performance measures Responsibilities Review process to be set in place Schedules
Monitoring include	Critical observation Identification of changes over time Regular checking Regular recording

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	PUAEMR007B Conduct risk assessment

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Modification History

Not Available

INTRODUCTION

OPS	Field operations
Unit Descriptor	This unit has been developed for the Outdoor Recreation Industry Training Package. This unit covers the knowledge and skills required to establish, use and maintain a temporary site. Temporary sites include sites used for rest stops, overnight camping and emergency shelters

ELEMENT	PERFORMANCE CRITERIA
Select a temporary site	Access local area knowledge and use to identify suitable sites Determine additional sources of information to assist in site location Identify factors affecting suitable site selection Consider the suitability of the site for the group size and objectives
Establish a shelter	Identify hazards and remove/avoid in order to reduce risks Arrange shelter appropriately for the prevailing weather and conditions Establish general context shelter to ensure comfort and safety Erect shelter in a manner to cause minimal environmental impact
Maintain a temporary site	Take measures, within the area of responsibility of the participant, to remove/avoid hazards and minimise risk at the temporary site Comply with, where relevant to the activity, statutory and organisational procedures with respect to the use of campfires Implement minimal impact practices with respect to camping and washing of self and utensils Identify the consequences of unhygienic practices

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Follow recommended procedures to decrease potential health problems

Clean individual and shared utensils adequately

Follow sanitation practices appropriate to the site and permit requirements to minimise health problems and environmental impact

RANGE STATEMENT

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

General context	One category
	• equipment for use at the site may be
	  • lightweight
	  • heavyweight
	  •

Hazards	All categories relevant to type of outdoor activity
	• potential terrain hazards
	  • loose debris
	  • unstable or sloping terrain
	  • sharp edges
	  • slippery rocks
	  • slippery decks
	  • overhanging branches
	• environmental hazards
	  • hail
	  • wind
	  • rising water levels
	  • avalanches
	  • storms
	  • ice
	• people hazards
	  • irresponsible use of campfires or stoves
	  • irresponsible behaviour

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Shelter	All categories relevant to the activity
	• include
	  • tents
	  • bivvies
	  • snow caves
	  • lean-to
	  • mobile trailers and vans

Site selection	All relevant categories
	• is affected by factors such as
	  • group size
	  • weather conditions
	  • time constraints
	  • degree of urgency
	  • type of shelter required
	  • access

Sources of information	All categories • maps and charts • guide books • resource management authorities • port authorities • local government authorities and councils

Statutory and organisational procedures	All categories
	• include
	  • permits from resource management authorities
	  • authority/permission from landowners
	  • documented operating procedures and organisation/enterprise policies

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EVIDENCE GUIDE

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

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of site selection and maintenance using sites and shelter options applicable to at least one type of specific outdoor activity
	• Assessment of performance should be over a minimum of two (2) different occasions/sites covering the prescribed number of categories from the Range Statements applicable to the selection and use of a site for a specific outdoor activity
	• Assessment must confirm the ability to apply this knowledge and appropriate techniques to
	  • Select a suitable site for the activity after consideration of all relevant factors
	  • Establish safe shelter whilst causing minimal environmental impact
	  • Maintain a site in accordance with statutory and organisational procedures
	  •

Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s)
	  • Nil
	• This unit must be assessed in conjunction with the following unit(s)
	  • Nil
	• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)
	  • SROOPS001B Implement minimal environmental impact practices
	  • Units relevant to participate in a specific outdoor recreation activity

Required knowledge and skills	• Required knowledge
	  • Minimal impact codes and practices
	  • Sanitation procedures in outdoor environments
	  • Hazard identification at sites
	  • Organisation and legislative requirements

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- Shelter options and how to erect them
- Weather information and how to apply it to the establishment of a temporary site

- Required skills
  - Establishing/erecting shelter
  - Applying weather information to determine suitable site locations

Resource implications

- Physical resources - assessment of this competency requires access to
  - outdoor locations/sites
  - activity specific shelter options
  - food and water resources
  - personal clothing appropriate to activity, location and conditions
  - activity specific equipment
- Human resources - assessment of this unit of competency will require
- human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must
  - be competent in this unit
  - be competent, as a minimum, in the units SRXFAD001A,
  - SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment
  - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area
  - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations

Consistency in performance

- Due to issues such as the range of possible outdoor sites, this unit of competency must be assessed over a minimum of two (2) different occasions/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to using and maintaining a temporary or overnight site

Context for assessment

- This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated when establishing and maintaining a temporary camping or emergency site at an outdoor location
- Assessment of this unit of competence will usually include observation of processes and procedures at a campsite, oral and/or

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written questioning on required knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCY LEVELS

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

1. Use routine approaches
2. Select from routine approaches
3. Establish new approaches

- Collecting, analysing and organising information - Sourcing information on suitable overnight campsites
- Communicating ideas and information - Sharing information on camping requirements to other activity participants
- Planning and organising activities - Planning route in order to reach a suitable campsite at a reasonable time in order to establish camp
- Working with teams and others - Building a shelter, eg, lean-to or bivvy
- Using mathematical ideas and techniques - Calculating appropriate distance from water source to establish toilet area
- Solving problems - Finding sufficient safe sites in a small camping area
- Using technology - Using varieties of portable stove to reduce impact on the environment

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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

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Informat on			& in Teams	Techniques		
Level 2	Level 1	Level 2	Level 1	Level 1	Level 2	Level 1

Modification History

Not Available

INTRODUCTION

Unit Descriptor

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

This unit covers the knowledge and skills required to conduct navigation in unmodified landscapes where extreme environmental conditions and/or poor visibility are likely to occur and the activity participants need to operate independently.

Unmodified landscapes are those which are totally natural and there are no modifications to the natural surface so that track alignment is indistinct, there is no clearance along the track, there is no signage, the track is not managed for public risk and where the onset of extreme environmental conditions may have a significant adverse impact upon the activity.

This unit incorporates the unit SRONAV002B Navigate in difficult or trackless areas, and this should be taken into consideration when planning to meet pre-and co-requisite requirements.

ELEMENT	PERFORMANCE CRITERIA
Use a map	Select the type of map(s) suitable for the activity Identify possible sources of error and inaccuracies on the map Identify symbols and information contained on the map that may be used in navigation Identify the way in which relevant symbols and

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	information on the map can be used in navigation
Use a compass	Identify the essential features of a compass
	Demonstrate the manner in which a compass is used to maintain a designated course
	Demonstrate how compass use reflects understanding of the factors that affect accuracy
Plan a route in unmodified landscapes	Apply symbols and information contained on the map to plan an efficient route/course suitable to navigation and activity-specific abilities
	btain additional information to assist in the preparation of a navigation data sheet from the map and from other suitable sources of information
	Identify hazards in extreme environmental conditions
	Consider other contextual issues in the planning of a route
	Prepare a navigation data sheet/route card
	Identify emergency or contingency escape routes
	Consider environmental impact issues in the planning of a route
Navigate in unmodified landscapes in poor visibility and/or extreme environmental conditions	Maintain orientation of map to surroundings
	Identify possible sources of navigation error in specific locations
	Demonstrate combined use of map , compass and other techniques whilst following a route in unmodified landscapes
	Demonstrate techniques for distance estimations of travel in the absence of identifying features
	Maintain the designated course whilst bypassing obstacles
	Demonstrate maintenance of a course in extreme environmental conditions and/or poor visibility
	Fix position accurately and regularly using a combination of appropriate navigation techniques
	Demonstrate an efficient route choice for the

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	surroundings and conditions
	Demonstrate suitable combinations of navigation techniques to fix position and identify unknown features when lost

RANGE STATEMENT

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

Distance estimations	[all categories] • pacing • time

Hazards in extreme environmental conditions	• may include
	  • river crossings and rising water levels
	  • open water crossings
	  • cliff lines
	  • wet and slippery rocks
	  • extreme heat
	  • extreme cold
	  • fog and mist
	  • snow
	  • severe storms/squalls
	  • strong winds
	  • heavy rain
	  • currents
	  • man-made features

Map	[all categories] • topographic • aerial photographs[all categories]

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Navigation data sheet	[all categories]
	• may include
	  • grid reference points
	  • grid and magnetic bearings
	  • distances
	  • estimated travelling times
	  • height gain/loss
	  • gradient
	  • identifiable features
	  • escape routes

Navigation techniques	[all categories] • use of compass • linear features • point features • attack points • aiming off • collecting features • spiral search • sweep search • backbearings and resections • use of Global Positioning Systems (GPS) • use of stars and sun • use of natural features
Obstacles	[all categories relevant to location of activity] • thick vegetation • drops and climbs • marshes and bogs • fog • rivers, lakes and dams
Other contextual issues	[all categories] • navigation and activity-specific abilities • available clothing, equipment and resources • fitness levels • type of terrain or features of the location • access and escape routes • group size

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	• natural protection or shelter
Suitable sources of information	[all categories] • guide books • local inhabitants • peers • local clubs
Symbols and information	[all categories] • grid lines and numbers • contour lines • magnetic variation • scale • map legend • topographic features

Unmodified landscapes	• an area where all of the following occur
	  • there are no modifications to the natural surface or the natural environment so that track alignment is indistinct
	  • there is no clearance along the track
	  • signage is generally not provided
	  • there may include steep sections of unmodified surfaces and other terrain and man-made hazards
	  • the track is not managed for public risk
	  • there is an appreciable risk of onset of poor visibility
	(These align to Class 6 Tracks within the Australian Standard for Walking Tracks AS 2156.1. Standards Australia 2001)

EVIDENCE GUIDE

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

Critical aspects of evidence to be	• Assessment must confirm sufficient knowledge of factors affecting navigation techniques and route planning in unmodified landscapes

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considered	in circumstances where extreme environmental conditions may occur
	• Assessment of performance should be over a minimum of three (3) occasions covering all categories from the Range Statements that are applicable to navigating in unmodified landscapes within an activity-specific context in the learner's environment
	• Assessment must confirm the ability to apply this knowledge and appropriate techniques to
	  • independently navigate in an activity-specific context in unmodified landscapes
	  • navigate in extreme weather conditions/poor visibility
	  • apply varying navigation skills and techniques relevant to the
	  • context to different remote locations/types of location within an activity-specific context
	  • navigate in areas with different hazards, obstacles and topographic features
	  •

Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s)
	  • Nil
	• This unit must be assessed in conjunction with the following unit(s)
	  • Nil
	• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)
	  • Relevant units specific to participation in a particular outdoor activity

Required knowledge and skills	• Required knowledge
	  • Factors affecting navigation techniques in extreme environmental conditions
	  • Map types and sources of error
	  • Use of a compass and factors that affect their accuracy
	  • Route planning and issues that should be considered in extreme environmental conditions
	  • Estimation of travelling times in unmodified landscape and/or difficult terrain/conditions
	  • Techniques for estimating distance travelled in poor visibility
	  • Backbearings and resections
	  • Techniques to navigate around obstacles
	Required skills
	  • Problem solving
	  • Maintenance of a compass bearing in poor visibility and/or

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extreme conditions
- Observation of surroundings
- Decision making

Resource implications

- • Physical resources - assessment of this unit of competency requires access to
- suitable outdoor activity locations/venues
- maps
- compass
- watch
- data sheet
- Global Positioning System (GPS)
- • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must
  - be competent in this unit
  - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment
  - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area
  - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations

Consistency in performance

- Due to issues such as differing terrain/location types, situations, this unit of competency must be assessed over a minimum of three (3) occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to navigating in unmodified landscapes in situations where extreme environmental conditions may occur

Context for assessment

- This unit of competency must be assessed in the context of an outdoor recreation activity in unmodified landscapes. Competency in extreme environmental conditions/poor visibility may be demonstrated in a real or simulated environment whilst participating in an outdoor activity
- This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on

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required knowledge and skills and consideration of required attitudes

- Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCY LEVELS

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

1. Use routine approaches
2. Select from routine approaches
3. Establish new approaches

- Collecting, analysing and organising information - Sourcing adequate maps for the activity area
- Communicating ideas and information - Obtaining additional information from locals
- Planning and organising activities - Planning and navigating routes
- Working with teams and others - Participating in outdoor recreation activities with others
- Using mathematical ideas and techniques - Calculating distances from a map
- Solving problems - Dealing with navigational errors
- Using technology - Using maps and compass

Please refer to the Assessment Guidelines for advice on how to use the 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
Level 3	Level 2	Level 3	Level 1	Level 3	Level 3	Level 2

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HLTFA301B Apply first aid

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess the situation	1.1 Identify assess and minimise **hazards** in the situation that may pose a risk of injury or illness to self and others
	1.2 Minimise immediate **risk** to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements
	1.3 Assess casualty and identify injuries, illnesses and conditions
2 Apply first aid procedures	2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	2.2 Use available **resources and equipment** to make the casualty as comfortable as possible
	2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort
	2.5 Seek consent from casualty prior to applying first aid management
	2.6 Provide **first aid management** in accordance with **established first aid principles** and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements
	2.7 Seek first aid assistance from others in a timely manner and as appropriate
	2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures

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		2.9	Use safe manual handling techniques as required
		2.10	Monitor **casualty's condition** and respond in accordance with effective first aid principles and procedures
		2.11	Finalise casualty management according to casualty's needs and first aid principles
3	Communicate details of the incident	3.1	Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant **communication media and equipment**
		3.2	Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
		3.3	Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
		3.4	Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
		3.5	Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4	Evaluate own performance	4.1	Seek feedback from **appropriate clinical expert**
		4.2	Recognise the possible psychological impacts on rescuers of involvement in critical incidents
		4.3	Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

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This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

ARC Guidelines relating to provision of first aid as outlined

Working knowledge of:

basic principles and concepts underlying the practice of first aid

procedures for dealing with major and minor injury and illness

priorities of management in first aid when dealing with life threatening conditions

basic occupational health and safety requirements in the provision of first aid

infection control principles and procedures, including use of standard precautions

chain of survival

first Aiders' skills and limitations

Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

First aid management of:

abdominal injuries

allergic reactions

altered and loss of consciousness

bleeding

burns - thermal, chemical, friction, electrical

cardiac arrest

casualty with no signs of life

chest pain

choking/airway obstruction

injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

envenomation - snake, spider, insect and marine bites

environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke

fractures

medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

near drowning

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poisoning and toxic substances (including chemical contamination)

respiratory distress

seizures

shock

stroke

substance misuse - common drugs and alcohol, including illicit drugs

Awareness of stress management techniques and available support

Social/legal issues:

duty of care

need to be culturally aware, sensitive and respectful

importance of debriefing

confidentiality

own skills and limitations

Essential skills:

Ability to:

Conduct an initial casualty assessment

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills

Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit **HLTCPR201A Perform CPR**)

Apply first aid principles

Infection control, including use of standard precautions

Follow OH&S guidelines

Demonstrate:

safe manual handling

consideration of the welfare of the casualty

ability to call an ambulance

site management to prevent further injury

Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available

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medical/pharmaceutical instructions

Administer medication in line with state/territory regulations, legislation and policies

Prepare a written incident report or provide information to enable preparation of an incident report

Communicate effectively and assertively in an incident

Make prompt and appropriate decisions relating to managing an incident in the workplace

Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evaluate own response and identify appropriate improvements where required

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:	Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit Competence should be demonstrated working individually and, where appropriate, as part of a first aid team Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines

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Context and resources required for assessment:	Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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Contextualisation to address specific requirements may include:	Focus on first aid management of specific types of injury First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	Preserve life Prevent illness, injury and condition(s) becoming worse Promote recovery Protect the unconscious casualty
Vital signs include:	Consciousness Breathing Circulation
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	Physical hazards Biological hazards Chemical hazards Hazards associated with manual handling
Risks may include:	Risks from equipment, machinery and substances Risks from first aid equipment Environmental risks Exposure to blood and other body substances

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Risk of further injury to the casualty

Risks associated with the proximity of other workers and bystanders

Risks from vehicles

Casualty's condition is managed for:

Abdominal injuries

Airway obstruction

Allergic reactions

Altered and loss of consciousness

Bleeding

Burns - thermal, chemical, friction, electrical

Chest pain/cardiac arrest

Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

Near drowning

Envenomation - snake, spider, insect and marine bites

Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke

Fractures

Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

No signs of life

Poisoning and toxic substances (including chemical contamination)

Respiratory distress/arrest

Seizures

Shock

Stroke

Substance misuse - common drugs and alcohol, including illicit drugs.

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First aid management must take into account applicable aspects of:	The setting in which first aid is provided, including: workplace policies and procedures industry/site specific regulations, codes etc. OHS requirements state and territory workplace health and safety legislative requirements location and nature of the incident situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents location of emergency services personnel. The use and availability of first aid equipment and resources Infection control Legal and social responsibilities of first aider
Resources and equipment are used appropriate to the risk to be met and may include:	AED First aid kit Auto-injector Puffer/inhaler Resuscitation mask or barrier Spacer device
Communication media and equipment may include but are not limited to:	Telephones, including landline, mobile and satellite phones HF/VHF radio Flags Flares Two way radio Email

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	Electronic equipment Hand signals
Appropriate clinical expert may include:	Supervisor/manager Ambulance officer/paramedic Other medical/health worker
Documentation may include:	Injury report forms Workplace documents as per organisation requirements
Documentation may include recording:	Time Location Description of injury First aid management Fluid intake/output, including fluid loss via: blood vomit faeces urine Administration of medication including: time date person administering dose Vital signs

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Unit Sector(s)

Modification History

Not Available

INTRODUCTION

Unit Name	Search as a member of an air search team
Unit Code	PUAAMS002A
Unit Descriptor	This unit covers the competency to conduct air search observation duties during an air search operation.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for search operations	Operational briefing is obtained from relevant search and rescue authority Aircraft is configured and loaded in accordance with policies, procedures and pilot-in-command instructions Involvement in briefings is undertaken in accordance with policies and procedures and relevant documentation Incident information is used to determine personal equipment needed for search operation
2. Conduct search operations	Scanning distance is identified and aircraft windows are marked in accordance with organisational procedures Search briefing is reviewed en route to task area in accordance with policies and procedures Impediments to effective observation techniques are identified and appropriate adjustments made in accordance with policies and procedures Observation technique is applied in accordance with policies and

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	procedures Search equipment is operated to maximise sighting and identification effectiveness in accordance with policies and procedures
3. Investigate sightings	Sightings are reported and maintained in accordance with policies and procedures Sightings are investigated in accordance with policies and procedures Sightings are logged and communicated to the relevant search and rescue authority in accordance with policies and procedures
4. Communicate outcome search	Signals are identified in accordance with policies and procedures Communications are logged and communicated to the relevant search and rescue authority in accordance with policies and procedures

RANGE STATEMENT

Relevant search and resuce authorities may include	• Rescue Coordination Centre • State and Territory SAR authority • pilot-in-command
Search operations may include	fixed wing or rotary wing aircraft engaged in the location, identification and communication with persons in distress on land or sea by day or night. This includes searching for evidence of the remains of vehicles. It also includes other Search and Rescue associated duties such as the placement of electronic beacons for use as search datums and drift indicators
Policies and procedures may vary between organisations and may include	• legislation relevant to the operation/incident/response legislation relevant to the organisation • jurisdictional requirements operational • corporate and strategic plans • operational Standing Operating Procedures operational performance standards • organisational personnel practices and guidelines

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	organisational quality standards • aircraft flight manuals
Impediments to observation techniques may include	• aircraft structure • glare • dirty or damaged windows • weather • environmental conditions • aircraft flight angle
Observation techniques may include	• scanning • saccading •
Search equipment may include	• binoculars and other magnification equipment radar • infra-red • radio direction finding equipment video/camera equipment • night vision equipment
Sightings may include	• debris • damaged or discoloured vegetation • oil slicks • reflections • lights • smoke • burned areas • unusual colours, shapes or movements in the environment • floating objects
Targets may include	• persons • vehicles • wreckage • aircraft crash sites • ships and small craft
Target markers may include	• smoke/flame pyrotechnics electrical lights • electronic beacons • dye • streamers

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	• buoys
Signals may include	• ground to air emergency signal code international code of signals • signal panels • Morse code • improvised signals •
• Communications equipment may include	• radio transceivers mobile telephones heliographs • signal panels message bags •
• Sightings are maintained to	• keep the target in sight •
• Search briefing is reviewed to	• utilise the time enroute to optimally prepare the searchers •
• Briefings may include	• task crew • pre-flight safety • aircraft equipment •

EVIDENCE GUIDE

Critical aspects of evidence	Knowledge and skill in the safe dispatch of target marking and communications equipment from aircraft in flight
Interdependent assessment of units	Pre-requisite units: • Nil Co-requisite units: • PUAAMS001A Work in an aviation environment • PUATEA001A Work in a team • PUATEA004B Work effectively in a public safety organisation • PUAEME001A Provide emergency care PUATE003A Lead, manage and develop teams
Underpinning knowledge	Evidence of:

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- a basic understanding of search planning
- a basic understanding of the physiology of sight
- an understanding of factors which may indicate evidence of a search target
- an understanding of observation techniques and procedures an understanding of signalling/message equipment and procedures
- an understanding of target marking equipment and procedures

Underpinning skills	The ability to: • communicate information clearly within the search team make decisions based on available information • select and use available technology appropriate to the search task
Resource implications	An appropriate training location/venue Access to aircraft and equipment required for learning and assessment activities Flight operations for learning/skills development and assessment
Consistency in performance	In order to assess these performance criteria it may be necessary for evidence to be collected over a period of time
Context of assessment	Evidence can be collected on the job but may be undertaken in a simulation

KEY COMPETENCY LEVELS

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

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Modification History

Not Available

INTRODUCTION

Unit Name Work in an aviation environment

Unit Code PUAAMS001A

Unit Descriptor This unit covers the competency to work effectively as a crew member.

ELEMENT	PERFORMANCE CRITERIA
1. Work effectively as a member of a search and rescue crew	Functions and responsibilities are determined from policies and procedures Contact/call-out arrangements and requirements are determined from organisational documents and personal employment requirements Factors which impede or disqualify persons from performing safe and effective aircrew duties are determined from policies and procedures Communication equipment, terminology and procedures are utilised in accordance with policies, procedures and company operation’s manuals to ensure safe and effective operations during flight In-flight performance is maintained in accordance with policies, procedures, and company operations manuals
2. Work safely in an aviation environment	Safety procedures for working in and around aircraft are determined from policies and procedures Cabin/load security and dangerous goods requirements are determined in accordance with policies and procedures appropriate manual handling strategies are applied when loading

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	the aircraft in accordance with policies and procedures
	In-flight hazards are managed in accordance with policies and procedures, organisational operations manuals and pilot-in-command instructions
3. Respond to aircraft emergency situations	Aircraft cabin, load and occupants are prepared for impact
	Firefighting equipment is used to protect occupants and the aircraft from fire
	Escape/evacuation plan is implemented in accordance with policies and procedures
	Emergency care is provided to injured occupants as required
	Life and health of survivors are supported and maintained
	Survival plan is implemented
4. Complete documentation	Manifests, load sheets and other pre-flight documents are completed in accordance with policies and procedures
	In-flight operations log is completed in accordance with policies and procedures
	Debriefing documents and other post flight reports are completed in accordance with policies and procedures

RANGE STATEMENT

An aircraft may include	A fixed wing or rotary wing aircraft engaged in search interception and escort • stores dropping • rescue or medical evacuation operations over land or sea by day or night
Safety procedures for working in and around aircraft may include	• being familiar with aircraft • appreciation of aircraft capabilities • approaching rotary wing aircraft terrain-related issues

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Search and rescue crew members may include	• National Search and Rescue Manual • Search and Rescue Manual for Civil Search and Rescue • Unit Pilots and Dropmasters • Search and Rescue Manual for Observers • Civil Aviation Regulations (CARs) Civil Aviation Orders (CAOs) • Aeronautical Information Publications (AIPs) • En route Supplementary Australia – Emergency Section • (ERSA) • Applicable Aircraft Flight Manual and Civil Search and • Rescue Unit Operations manual •
Escape/evacuation plan may include	• evacuating personnel and equipment from the aircraft •
Life is supported and maintained may include	• aircraft components survival equipment • natural materials being utilised to provide protection from environmental hazards to aid in location and to maintain the health of survivors •
Survival plan may include	• giving consideration to psychological • physiological • medial and environmental issues •
Organisational documents may include	• emergency service pilots and procedures • aircraft operator company operations manuals • and memoranda of understanding •
Factors which may impede or exclude safte performance may include	• physical physiological • psychological • pathological and psychosocial and may include • such things as motion sickness • poor eye sight • pregnancy fatigue • poor general health • drug and/or alcohol affected
The flight may include	• over-night deployment • international travel •

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Personal requirements may include	• passports additional clothing • refreshments as required for long term/long distance travel •
Communications equipment may include	• aircraft intercommunications equipment and portable radio transceivers •
Terminology and procedures may include	• standard aviation and agency specific terminology and procedures associated with Search and Rescue operations •
In-flight crew performance may be maintained by	• rotation/rest schedules prevention of motion sickness • duty reassignment or reallocation for people found unsuitable for certain tasks •
Safety procedures for working in and around aircraft may relate to	• aircraft propellers and blades refuelling operations • smoking loose articles danger areas • no step/push areas and airside security •
Dangerous goods may include	• Search and Rescue related pyrotechnics • weapons and ammunition • petroleum fuels •
In-flight hazards may include	• opening doors/windows moving around the aircraft operating near open doors loose articles in the cabin dispatching items • operating electronic equipment •
Emergency care includes	• pre-hospital emergency care as described in workplace • emergency care qualifications which meet State and Territory OH&S requirements •
Firefighting equipment may include	• dry chemical powder vaporising liquid • carbon dioxide and foam extinguishers •
Survival equipment may include	• inflatable life-jackets inflatable life-rafts • survival kits • electronic location beacons •
Environmental hazards may include	• marine environments • extremes of heat and cold

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	• dangerous creatures • hydration and nutrition limitations •
Physiological factors may include	• health and fitness • heat loss rates • hydration and nutrition • injury survival time • predictions •
Rescue factors may include	• predicted time to rescue rescue vehicle types • visibility and location of target rescue systems • rescue crew competence priority of survivors •
Pre/post-flight documentation may include	• search briefing and debriefing forms manifests • load sheets flight logs • post flight reports •

EVIDENCE GUIDE

Critical aspects of evidence	Operate safely and effectively as a crew member in an aviation environment
Interdependent assessment of units	Pre-requisite units: • Nil Co-requisite units: • PUAAMS002A Search as a member of an air search team • PUATEA001A Work in a team • PUATEA004B Work effectively in a public safety organisation • PUATEA003A Lead, manage and develop teams
Underpinning knowledge	Evidence of: • a knowledge of aircraft accidental hazards and response an understanding of airside safety and aircraft safety • an understanding of appropriate air traffic control procedures and terminology

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- an understanding of appropriate aviation meteorology
- an understanding of aviation technology and communication procedures
- an understanding of manual handling hazards and techniques
- an understanding of Search and Rescue functions and responsibilities

Underpinning skills

The ability to:

- communicate information orally and in writing complete
- Search and Rescue documentation
- harnesses and emergency exits
- operate aircraft doors
- operate aircraft intercom systems
- operate aviation survival equipment
- operate firefighting equipment

Resource implications

An appropriate training location/venue and access to aircraft and survival equipment required for learning and assessment activities

Consistency in performance

In order to assess these performance criteria it may be necessary for evidence to be collected over a period of time in a context of rescue operations

Context of assessment

Evidence can be collected on the job but may be undertaken in a simulation

KEY COMPETENCY LEVELS

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

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PSPWPI605B Audit management systems

Modification History

PSPWPI605B Release 2: Layout adjusted. No changes to content.

PSPWPI605B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to undertake audits of workplace occupational health and safety and/or workers compensation and/or injury management and/or workplace relations and other management systems. It includes planning, organising and undertaking an audit; and evaluating, recording and providing advice on audit results.

In practice, auditing management systems may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, managing evaluations, etc.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Plan**, **organise and undertake audit**	1.1 The ***resources*** required to ***conduct*** the ***audit*** are identified and obtained. 1.2 The ***relevant parties*** are consulted and informed of ***audit plans*** in accordance with the organisation's policy and procedures. 1.3 The environment is assessed for personal safety. 1.4 The environment is assessed to ensure that it permits the audit to be fair, valid and reliable. 1.5 The audit arrangements and requirements are explained to the persons involved in the audit and to the relevant parties, and their understanding of the purpose and processes is confirmed. 1.6 ***Documents*** are sighted and all other evidence specified in the ***audit procedure*** is gathered in accordance with the organisation's policy and procedures and confidentiality is maintained.
2. **Evaluate audit results**	2.1 ***Evidence*** gathered is evaluated for reliability, validity, authenticity, sufficiency, currency, and consistency in the achievement of the specific standards. 2.2 The ***assessment*** decision is made in accordance with the purpose and objectives of the audit. 2.3 Guidance is sought if in doubt, from a more experienced auditor/s.
3. **Record audit results**	3.1 The audit results are recorded and processed in accordance with organisational auditing procedures. 3.2 Access to the audit records is provided only to authorised personnel 3.3 Confidentiality of the audit outcome is maintained.
4. **Provide advice on audit results**	4.1 Audit results are discussed and confirmed with the persons involved in the audit. 4.2 Feedback including advice on corrective action/s required is given to persons involved in the audit. 4.3 Any audit decision that may be disputed is reported in accordance with the organisation's policy and procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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Skill requirements

Look for evidence that confirms skills in:

- applying risk management principles
- working with a variety of professionals
- paying attention to detail
- implementing methodical and systematic approach
- using recording, testing and specialised evidence collection equipment
- auditing systems
- justifying/explaining the assessment decision and recommended corrective action
- using communication involving complex exchanges of oral information, reading and analysing complex and formal documents
- responding to diversity, including disability and gender

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- risk management principles
- legislation, codes, standards
- management systems
- powers of inspector, jurisdiction
- use of audit/assessment tools
- industry practices and procedures
- quality management principles
- organisational auditing procedures
- management system principles

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPLEGN601B Manage compliance with legislation in the public

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sector

PSPMNGT602B Manage resources

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management systems audited in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace legislative compliance
- case studies and workplace scenarios to capture the range of situations likely to be encountered when auditing management systems

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when auditing management systems, including coping with difficulties, irregularities and breakdowns in routine
- management systems audited in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration

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- observation
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Resources required to conduct the audit may include:

- financial, such as:
  - budget allocations
  - travelling/subsistence allowances
  - motor vehicle hire
- physical, such as:
  - motor vehicles
  - measuring equipment
  - photographic equipment
  - computer equipment
  - office location
  - personal protective equipment
  - telephone equipment
  - stationery
  - documentation (e.g. standards)
  - electronic recording equipment
  - office communication equipment

Audits may be conducted by:

- an auditor working on his/her own
- a team comprising subject technical knowledge expert/s and a lead auditor
- an auditor working in conjunction with an experienced auditor, trainer and/or supervisor

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Audit may include:	• assessment • examination/test • structured inspection of workplaces to validate management systems • national/state or other relevant assessment instruments • results of internal and external monitoring
Relevant parties may include:	• the auditors • key members/representatives of the organisation being audited • nominated contact person/s • managers concerned with the unit/section being audited • audit manager • audit team leader • audit team members • project manager • employer association • employee association • community groups • industrial commission • insurance companies • employer • employee • principal contractor
Audit plan may address:	• the scope, purpose and objectives of the audit • competency of auditor/s • recordkeeping and processing arrangements • evaluation and review mechanisms • quality assurance methods • legislation • codes of practice • standards • guidance materials • benchmarks
Documents may include:	• electronic databases • videos • intra/internet sites • training/learning programs • photographs • written information
Audit procedure may specify:	• recording procedure • audit methods used • evidence required

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Evidence may include:	• location • timing of audit • documented instruction relating to the performance of tasks • sets of oral/written/computer-based questions • checklists • logbooks • working guides • manuals • technical reports • standard operating procedures/work method statements • policies and procedures • employer/employee records • contractor records • third party records • use of technology • outcome of interviews • outcome of focus groups
Assessment methods may include:	• direct observation of performance • practical tasks • written/oral/computer-based questioning • consideration of third party reports • consideration of authenticated prior achievements • use of measuring and testing equipment • combination of methods • statistical data relating to safety and health injury/disease and/or workplace relations

Unit Sector(s)

Not applicable.

Competency field

Workplace Inspection.

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PSPREG602B Evaluate regulatory compliance

Modification History

PSPREG602B Release 2: Layout adjusted. No changes to content.

PSPREG602B Release 1: Primary release.

Unit Descriptor

This unit covers evaluation of compliance outcomes, and review of regulatory policies, procedures and legislation to improve compliance outcomes. This is typically performed by a manager with responsibility for regulatory officers who enforce and promote compliance with the organisation's enabling legislation (such as customs, quarantine, workplace safety, equal employment opportunity, agriculture, environmental protection, etc). It includes developing compliance measures/targets, evaluating the extent of compliance, reviewing procedures and guidelines to improve compliance, and contributing to new legislation or the review of existing legislation.

In practice, evaluation of regulatory compliance may overlap with other public sector work activities such as managing ethical behaviour and compliance with public sector legislation, managing diversity, risk, resources, etc.

This unit replaces and is equivalent to *PSPREG602A Evaluate regulatory compliance*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop compliance measures/targets	1.1 Compliance ***measures*** are developed that are valid, reliable, sufficient and both time and cost effective. 1.2 Realistic measures/targets are developed underpinned by current information.
2. Evaluate extent of compliance	2.1 Analysis of compliance data is valid and conclusions are unbiased and supported by evidence. 2.2 Interpretation of comparative data over time is valid and reliable and outcomes are recorded in accordance with ***legislative and policy*** requirements. 2.3 Compliance outcomes are reported in accordance with organisational and legislative requirements.
3. Review procedures and guidelines to improve compliance	3.1 A variety of sources of information representing the breadth of possible ***stakeholders*** is drawn on to ensure review is comprehensive. 3.2 Possible reasons for not meeting targets/performance indicators are identified and recommendations are made to improve long-term voluntary compliance. 3.3 Adjustments of strategies and plans are made to address review recommendations in accordance with government policy requirements and resource constraints.
4. Contribute to new legislation or review of existing legislation	4.1 Input is provided that supports government policy directions and relies on current information with supporting reasons and data analysis. 4.2 Resource implications of legislative recommendations are made within government policy requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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Skill requirements

Look for evidence that confirms skills in:

- undertaking information analysis
- interpreting complex written and numerical materials
- preparing written reporting requiring formal structure and language
- responding to diversity, including gender and disability
- applying occupational health and safety and environment legislation in the context of regulatory compliance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling legislation
- government policies
- principles of evaluation
- equal employment opportunity, equity and diversity principles
- public sector policy and legislation including occupational health and safety and environment relating to the evaluation of regulatory compliance

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT611A Manage evaluations

PSPPOL603A Manage policy implementation

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PSPREG601B Manage regulatory compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- evaluation of regulatory compliance in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to regulatory compliance in the public sector
- relevant aspects of common law
- case studies and workplace scenarios to capture the range of situations likely to be encountered when evaluating regulatory compliance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when evaluating regulatory compliance, including coping with difficulties, irregularities and breakdowns in routine
- evaluation of regulatory compliance in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios

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- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Measures may include:

- evaluation against strategic goals/targets/major outcomes
- level of prosecutions, cautions or warnings
- number of people accessing organisational publications about compliance requirements
- outcomes, such as:
  - reported injuries/deaths, workers compensation claims and premiums (relevant to workplace safety)
  - illegal imports (relevant to customs)
  - exotic diseases (relevant to quarantine)
  - amount of land affected by salinity (relevant to land management)
- qualitative, such as:
  - client satisfaction (relevant to all regulatory areas)

Legislation and policy may include:

- enabling legislation, such as that dealing with:
  - audit, customs and excise, quarantine, fisheries, agriculture, land management, conservation, coastal management, environmental protection, environment, insurance, legal administration (sheriffs, young offenders), workers compensation, occupational safety and health, workplace relations
- public sector management, financial management
- auditor general
- planning, construction, transport, energy, mining, resource management, communications
- family services, employment, equal employment opportunity and anti-discrimination
- aspects of common law

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- contract law
- administrative law
- equal employment opportunity and anti-discrimination law
- government policy

Stakeholders may include:

- government
- Minister
- public
- staff
- victims
- offenders/alleged offenders

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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PSPREG601B Manage regulatory compliance

Modification History

PSPREG601B Release 2: Layout adjusted. No changes to content.

PSPREG601B Release 1: Primary release.

Unit Descriptor

This unit covers management of regulatory compliance - a management role with responsibility for regulatory officers who enforce and promote compliance with legislation. It includes interpreting and advising on enabling and related legislation; developing and implementing strategies to promote long-term voluntary compliance and develop a culture of compliance in the community; and providing strategic advice on compliance matters.

In practice, managing regulatory compliance may overlap with other public sector work activities such as managing ethical behaviour; managing diversity, risk, resources; persuading and influencing opinion, etc.

This unit replaces and is equivalent to *PSPREG601A Manage regulatory compliance*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the

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competency. Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret and advise on enabling and related legislation	1.1 Non-routine or ***complex matters*** related to enabling and related ***legislation*** are resolved or referred in accordance with organisational procedures. 1.2 Advice is provided to clients and staff that is timely, consistent and constructive, and within level of authority. 1.3 Feedback is obtained on client level of understanding, and additional information or explanation is provided to clarify issues. 1.4 Staff understanding of legislation and procedures is monitored and action to address professional development needs is timely and in accordance with organisational procedures.
2. Develop and implement compliance strategies	2.1 ***Strategies*** and ***measures*** to influence long-term voluntary compliance are identified and implemented to suit the audience and the context. 2.2 Information that is current and promotes the benefits of compliance is provided to clients. 2.3 Strategies are developed in accordance with government and organisational policy and practice. 2.4 Information and strategies are adjusted in response to feedback gathered from a range of stakeholders.
3. Provide strategic advice on compliance matters	3.1 Client/government information requirements are confirmed. 3.2 Advice is provided based on current information and meets the specific needs of clients in its range, depth and form of presentation. 3.3 Presentation standards are maintained in accordance with organisational guidelines. 3.4 Feedback is obtained on how well the advice/information suits its purpose and audience, and is used to recommend further action.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

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Skill requirements

Look for evidence that confirms skills in:

- undertaking planning and information analysis
- engaging in mentoring and coaching
- interpreting complex written materials
- preparing written reports requiring formal structure and language
- providing oral advice to a range of audiences requiring adaptation of style and language
- using active listening and questioning to confirm understanding
- responding to diversity, including gender and disability
- applying occupational health and safety and environment legislation in the context of regulatory compliance management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling legislation
- aspects of common law
- strategic management of regulatory compliance
- equal employment opportunity, equity and diversity principles
- organisational reporting procedures
- public sector policy and legislation including occupational health and safety and environment relating to the management of regulatory compliance

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPLEGN601B Manage compliance with legislation in the public sector

PSPMNGT602B Manage resources

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PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPPOL603A Manage policy implementation

PSPREG602B Evaluate regulatory compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of regulatory compliance in a range of (3 or more) contexts (or occasions over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to regulatory compliance in the public sector
- enabling legislation
- relevant aspects of common law
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing regulatory compliance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing regulatory compliance, including coping with difficulties, irregularities and breakdowns in routine
- management of regulatory compliance in a range of (3 or more) contexts (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

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- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Complex matters may include:

- conflicting legislation
- unclear or ambiguous guidelines
- use of legal precedents
- regional or national issues
- issues not previously encountered
- 'red herring' issues

Legislation may include:

- enabling legislation, such as that dealing with:
- audit, customs and excise, quarantine, fisheries, agriculture, land management, conservation, coastal management, environmental protection, environment, insurance, legal administration (sheriffs, young offenders), workers compensation, occupational safety and health, workplace relations
- public sector management, financial management
- auditor general
- planning, construction, transport, energy, mining, resource management, communications
- family services, employment, equal employment opportunity and anti-discrimination
- aspects of common law
- contract law
- administrative law

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Strategies may include:

- equal employment opportunity and anti-discrimination law
- public education campaigns
- culture change programs
- redesign of organisational documents
- incentive programs
- web site
- help desk
- staff training
- policy changes
- awareness-raising consultations with client groups

Measures may include:

- evaluation criteria against strategic goals/targets/required policy outcomes
- quantitative, such as:
  - reported injuries/deaths, workers compensation claims and premiums (workplace safety)
  - illegal imports (customs)
  - exotic diseases (quarantine)
  - amount of land affected by salinity (land management)
- qualitative, such as:
  - client satisfaction (relevant to all regulatory areas)

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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LGAPLEM608A Identify and evaluate options to improve road safety

Modification History

Not applicable.

Unit Descriptor

This unit covers the identification of road safety risks, development of options and assessment of their effectiveness

This unit covers the identification of road safety risks, development of options and assessment of their effectivenes

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify road safety risks	1.1 Records and statistics are monitored, both day and night, to identify problems and areas of risk

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		1.2	Complaints, requests, comments and observations are analysed to identify problems or areas of risk
2	Assess road safety risks	2.1	Risk sites are investigated to clearly establish conditions and causes of accidents and collisions
		2.2	Research is undertaken to collect evidence regarding identified risks
		2.3	Identified risks are compared and assessed against legislative requirements, codes of practice, relevant Australian standards and community expectations
		2.4	Clear priorities based on a ranking of safety factors are established
3	Develop and evaluate options	3.1	Options relevant to reducing risk are identified
		3.2	Acquisition or resumption of land is identified
		3.3	All options are assessed on the basis of cost effectiveness, efficiency and practicality
		3.4	Preferred option to reduce risk is selected based on Council guidelines
4	Present preferred options to Council	4.1	Council 'approval in principle' is obtained
		4.2	Statutory and other relevant authority approvals are obtained in required timeframes with minimal modification to the preferred option
		4.3	Opportunities are provided for community consultation to maximise acceptance of preferred option
		4.4	Clear, concise documentation is prepared that provides full preliminary cost details
		4.5	Options and recommendations, supported by clear rationale, are submitted to Council for endorsement
5	Prepare detailed design	5.1	Initial brief and regular, clear communication with design personnel is undertaken
		5.2	Implementation timeframes are advised to design personnel to ensure detail design is completed as required

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5.3 Design development is monitored to completion to ensure no errors or omissions are made

5.4 A safety design audit is undertaken

5.5 Final detailed cost estimates are accurately prepared

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical aspects of evidence

production of accurate information

analysis of sites and information

data interpretation

survey development

presentation and endorsement of options

effective problem solving based on research

Interdependent assessment of units

Prerequisite units: nil

Co-requisite units: nil

Underpinning knowledge

national and state traffic management policy

traffic classification and statistics

traffic legislation

traffic standards and guidelines

traffic engineering practice

analytical methods

Council policy, structure and services

accident records

road safety

traffic laws

Underpinning skills

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consultation and negotiation with a range of stakeholders

qualitative and quantitative research methodologies

traffic planning

policy interpretation

traffic engineering design and application

accident analysis

application of standards and guidelines

written and verbal reporting

forecasting trends

estimating resources

procurement procedures

cost control

safety auditing

Resource implications

access to workplace or simulated case study that provides the following resources:- computer data bases/relevant accident statistics;survey equipment, land and traffic survey; access to risk sites; access to relevant legislative requirements, council guidelines and Australian standards for road safety

Consistency in performance

evidence will need to be gathered over time across a range of variables

Context of assessment

on-the-job or in a simulated work environment

Critical aspects of evidence

production of accurate information

analysis of sites and information

data interpretation

survey development

presentation and endorsement of options

effective problem solving based on research

Interdependent assessment of units

Prerequisite units: nil

Co-requisite units: nil

Underpinning knowledge

national and state traffic management policy

traffic classification and statistics

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traffic legislation

traffic standards and guidelines

traffic engineering practice

analytical methods

Council policy, structure and services

accident records

road safety

traffic laws

Underpinning skills

consultation and negotiation with a range of stakeholders

qualitative and quantitative research methodologies

traffic planning

policy interpretation

traffic engineering design and application

accident analysis

application of standards and guidelines

written and verbal reporting

forecasting trends

estimating resources

procurement procedures

cost control

safety auditing

Resource implications

access to workplace or simulated case study that provides the following resources:- computer data bases/relevant accident statistics;survey equipment, land and traffic survey; access to risk sites; access to relevant legislative requirements, council guidelines and Australian standards for road safety

Consistency in performance

evidence will need to be gathered over time across a range of variables

Context of assessment

on-the-job or in a simulated work environment

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Range Statement

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Accidents and collision causes

speed, volume, sight distance, vehicles, pedestrians, cyclists, road and roadside environment, weather, transport mode

Environment contexts

metropolitan, urban, regional, rural, industrial, residential, commercial

Research types

surveys, observation, accident statistics, literature studies, applicable standards, questionnaires, gathering local knowledge

Affected parties

local occupants, neighbours, emergency services, public transport, through traffic

Funding options

Local Government, state government, federal government, private developers, schools, community groups, relevant authorities

Treatment

construction, diversion, speed zones, speed humps, traffic lights, roundabouts, education programs, public awareness campaigns, police liaison groups, multilingual information services

Council guidelines

risk assessment, cost benefit ratio, community expectations

Community

commercial, rate payers, land holders, residents, industrial, rural

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices

Accidents and collision causes

speed, volume, sight distance, vehicles, pedestrians, cyclists, road and roadside environment, weather, transport mode

Environment contexts

metropolitan, urban, regional, rural, industrial, residential, commercial

Research types

surveys, observation, accident statistics, literature studies, applicable standards, questionnaires, gathering local knowledge

Affected parties

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local occupants, neighbours, emergency services, public transport, through traffic

Funding options

Local Government, state government, federal government, private developers, schools, community groups, relevant authorities

Treatment

construction, diversion, speed zones, speed humps, traffic lights, roundabouts, education programs, public awareness campaigns, police liaison groups, multilingual information services

Council guidelines

risk assessment, cost benefit ratio, community expectations

Community

commercial, rate payers, land holders, residents, industrial, rural

Unit Sector(s)

Not applicable.

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LGAPLEM606B Develop ecologically sustainable land management systems

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers developing, implementing and monitoring ecologically sustainable land management systems.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify current land uses, condition and practices**	1.1. Existing data is collated and reviewed to identify current land uses, condition and practices. 1.2. Need for additional information is assessed as required.
2. **Undertake a land capability study**	2.1. Information needs to assess land capability are determined. 2.2. Suitable methods to collate information on land capability are established. 2.3. Information on land capability is collected from primary and secondary sources using objective and best practice techniques. 2.4. Data to identify major characteristics of land capability is analysed, collated and tabulated. 2.5. A clearly written and illustrated report is prepared on land capability with clearly documented conclusions supported by available evidence.
3. **Develop optional land management strategies**	3.1. Information on land capability, condition and uses is assessed to identify evidence of inappropriate practices. 3.2. Local, regional and national significance factors are considered in the review of land capability. 3.3. Preferred land use options are established. 3.4. Areas of degradation requiring urgent attention are classified. 3.5. Appropriate land uses are clearly established based on an assessment of land capability, planning zone modifications and existing conditions.
4. **Develop action plans for identified land management strategies**	4.1. Action plans to implement strategies are prepared that set priorities, time lines and relevant responsibilities. 4.2. Draft strategy documentation is prepared that clearly presents all data and recommendations.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Draft strategy is released for public comment and provides adequate time for considered input. 4.4. Final strategy and action plan are prepared incorporating public and expert input to assist in achieving strategy objectives.
5. **Implement strategies to achieve ecologically sustainable land management**	5.1. Educational packages are developed to inform land owners of preferred strategies for land use. 5.2. An appropriate protocol for council staff is prepared. 5.3. Cooperative and consultative arrangements are established with other land management authorities, landowners and adjacent council. 5.4. Action plans based on endorsed strategies are implemented in accordance with agreed time lines and budget.
6. **Monitor and review the effectiveness of land management strategies**	6.1. Regular data is collected and analysed to provide accurate measures on performance. 6.2. Comparisons are made with strategy objectives to assess effectiveness. 6.3. Changes to strategy are made as required to ensure outcomes are achieved. 6.4. Information obtained during monitoring and review is used to develop new strategies that are based on accumulated knowledge and experience.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- data collection
- analytical
- presentation
- policy planning
- program planning
- monitoring
- consultation with diverse community and relevant authorities
- budgeting and budget cycle.

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REQUIRED SKILLS AND KNOWLEDGE

Required Knowledge

- agricultural and forestry practices
- land capabilities and economics
- land management practices
- council structure and services
- council planning
- relevant organisations
- relevant legislation, including native title.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to: • collect and analyse information on land capability and sustainable practices • write and illustrate appropriately a report on land capability and sustainability challenges and opportunities • produce action plans with time lines and responsibilities for identified priorities • develop and disseminate educational materials • put in place, monitor and review processes and reports • account for the relationship to native title.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.

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EVIDENCE GUIDE

Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a workplace or simulated case study that includes access to: • an appropriate land area • real or simulated consultation processes • real or simulated data systems • council staff • relevant technical information.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Ecologically sustainable land management may include a combination of:	• biodiversity • conservation • water conservation • energy management • air quality control • coastal management

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RANGE STATEMENT

Strategies may include:	• natural resource management. • formalised land use incentive programs • financial incentives and disincentives.

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Unit Sector(s)

Unit Sector Land Management

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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BSBADV605A Evaluate campaign effectiveness

Modification History

Not applicable.

Unit Descriptor

This unit covers development and implementation of a campaign evaluation strategy in order to determine whether advertising objectives have been attained.

Consider co-assessment with BSBADV602A Develop an advertising campaign and BSBADV604A Execute an advertising campaign.

This unit covers development and implementation of a campaign evaluation strategy in order to determine whether advertising objectives have been attained.

Consider co-assessment with BSBADV602A Develop an advertising campaign and BSBADV604A Execute an advertising campaign.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 Develop a campaign evaluation strategy	1.1 The evaluation strategy defines standards and measurements by which the effectiveness of the advertising can be measured and improvements identified
	1.2 The strategy establishes specific performance standards for each element of the advertising campaign as well as the overall outcome
	1.3 The strategy includes standards for the evaluation of the legal and ethical acceptability of the advertisement/s
	1.4 The strategy includes processes for correcting advertisements which do not meet legal and ethical standards
2 Implement campaign evaluation strategy	2.1 Expenditure data is evaluated to determine effectiveness in relation to budget
	2.2 The media program is evaluated to determine performance against the objectives of the media plan
	2.3 The creative strategy is evaluated in terms of copy content, creative execution and effectiveness of the finished advertisement
	2.4 The interactive effect of all the elements in the advertising campaign is evaluated to determine the overall effectiveness of the advertising campaign
3 Utilise advertising effectiveness data	3.1 The results of evaluations of advertising effectiveness are used in the analysis and planning phase for subsequent advertising
	3.2 Expenditure information is used to improve the budget planning process
	3.3 Feedback on the advertisement itself is used to provide ideas for future advertisements and to improve advertising copy
	3.4 Media performance information is used to determine whether alternative media approaches would yield better results

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3.5	Differences between planned and actual accomplishments are used to define problems to be addressed in the next planning phase

Required Skills and Knowledge

Not applicable.

Evidence Guide

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

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Campaign effectiveness to be evaluated during and after a campaign

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisation's budget planning process

Techniques for evaluating advertising effectiveness

Advertising objectives

Legal and ethical requirements

Advertising, creative and media briefs

Media options

Corrective action

Underpinning Skills

Literacy skills to interpret evaluation requirements, legal and ethical requirements

Communication including questioning, clarifying and reporting

Numeracy skills for analysing numerical and other data and drawing conclusions

Evaluation skills

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (Level 2)- to determine the effectiveness of advertising campaigns

Communicating ideas and information (Level 3) - to report on ways to utilise evaluation findings

Planning and organising activities (Level 2)- to implement evaluation processes

Working with teams and others (Level 2)- to gather effectiveness information

Using mathematical ideas and techniques (Level 2)- to analyse evaluation data

Solving problems (Level 3) - to improve advertising planning

Using technology (Level 1)- to compare data, if necessary and interpret results

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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

Critical Aspects of Evidence

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Campaign effectiveness to be evaluated during and after a campaign

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Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisation's budget planning process

Techniques for evaluating advertising effectiveness

Advertising objectives

Legal and ethical requirements

Advertising, creative and media briefs

Media options

Corrective action

Underpinning Skills

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Key Competency Levels

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Communicating ideas and information (Level 3) - to report on ways to utilise evaluation findings

Planning and organising activities (Level 2)- to implement evaluation processes

Working with teams and others (Level 2)- to gather effectiveness information

Using mathematical ideas and techniques (Level 2)- to analyse evaluation data

Solving problems (Level 3) - to improve advertising planning

Using technology (Level 1)- to compare data, if necessary and interpret results

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Elements of the advertising campaign may include:

research

creative materials

finished advertisement

purchase of advertising media

campaign launch

expenditure against budget

Effectiveness measures may include:

cognitive tests

physiological tests

readership tests

recall tests

related recall

awareness studies

ratings

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tracking study

affective tests

consumer juries

headline testing

conative tests

inquiry measurement

split-run tests

theatre tests

split cable testing

split scan system

sales analysis

consumer take-away

retail audit

controlled store testing

simulated test market (STM)

Legal and ethical standards may include:

legislation

government regulations

policies

non-government agency regulations

industry self-regulation standards

codes of practice

privacy standards

safety standards

standards relating to truth in advertising

'good taste' standards

standards relating to the use of sex in advertising

standards relating to women, children, and culturally and linguistically diverse groups

standards relating to subliminal advertising

standards relating to comparative advertising

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace may include**:

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award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Elements of the advertising campaign may include:

research

creative materials

finished advertisement

purchase of advertising media

campaign launch

expenditure against budget

Effectiveness measures may include:

cognitive tests

physiological tests

readership tests

recall tests

related recall

awareness studies

ratings

tracking study

affective tests

consumer juries

headline testing

conative tests

inquiry measurement

split-run tests

theatre tests

split cable testing

split scan system

sales analysis

consumer take-away

retail audit

controlled store testing

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simulated test market (STM)

Legal and ethical standards may include:

legislation

government regulations

policies

non-government agency regulations

industry self-regulation standards

codes of practice

privacy standards

safety standards

standards relating to truth in advertising

'good taste' standards

standards relating to the use of sex in advertising

standards relating to women, children, and culturally and linguistically diverse groups

standards relating to subliminal advertising

standards relating to comparative advertising

Unit Sector(s)

Not applicable.

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BSBADV604A Execute an advertising campaign

Modification History

Not applicable.

Unit Descriptor

This unit covers coordination and monitoring of the implementation of an advertising campaign.

Consider co-assessment with BSBADV605A Evaluate campaign effectiveness.

This unit covers coordination and monitoring of the implementation of an advertising campaign.

Consider co-assessment with BSBADV605A Evaluate campaign effectiveness.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1	Develop an implementation strategy	1.1	The creative brief and media plan are analysed and factors affecting implementation of the campaign determined
		1.2	The strategy outlines implementation tasks and timelines and includes a contingency plan for dealing with omissions and errors
2	Negotiate media contracts	2.1	The media plan and budget for implementation is confirmed with the client
		2.2	Advertisement positions and price are negotiated with each media vehicle in accordance with the client's requirements
		2.3	Contingency factors and solutions are negotiated and agreed with the media
		2.4	Media contracts are established that meet legal and ethical requirements and the requirements of the advertising campaign brief and schedule
3	Monitor the advertising campaign	3.1	Media performance is evaluated against the conditions of the contract and variations identified and analysed
		3.2	The provisions of media guarantees are applied if necessary, and adjustments made to media schedules
		3.3	The execution of the advertising campaign complies with the advertising schedule and budget

Required Skills and Knowledge

Not applicable.

Evidence Guide

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

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

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Information on likely problems with media placement and strategies to deal with them

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisation's budget

Legal and ethical requirements

Advertising and media briefs

Media options

Campaign contingencies

Media pricing policies

Media guarantees

Media vehicles

Underpinning Skills

Literacy skills to interpret media requirements and establish contracts

Communication including questioning, clarifying and reporting

Numeracy skills for budgeting and scheduling

Project management skills for monitoring contracts

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

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Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (Level 2)- to analyse requirements

Communicating ideas and information (Level 3) - to negotiate media contracts

Planning and organising activities (Level 2)- to develop an implementation strategy

Working with teams and others (Level 3) - to negotiate media contracts

Using mathematical ideas and techniques (Level 2)- to negotiate prices and monitor budgets

Solving problems (Level 2)- to deal with contingencies

Using technology (Level 1)- to execute the media campaign

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Information on likely problems with media placement and strategies to deal with them

Underpinning Knowledge*

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Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisation's budget

Legal and ethical requirements

Advertising and media briefs

Media options

Campaign contingencies

Media pricing policies

Media guarantees

Media vehicles

Underpinning Skills

Literacy skills to interpret media requirements and establish contracts

Communication including questioning, clarifying and reporting

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Numeracy skills for budgeting and scheduling

Project management skills for monitoring contracts

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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Using mathematical ideas and techniques (Level 2)- to negotiate prices and monitor budgets

Solving problems (Level 2)- to deal with contingencies

Using technology (Level 1)- to execute the media campaign

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

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Legislation, **codes and national standards relevant to the workplace may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Advertising position may include:

left or right page

above or below the fold

EGN

page number

fixed position each week in a radio/television or other program

evenly spread during the time schedule

scatter plan which places an advertisement in different programs or positions each week

Price may include:

negotiation of

discounts

buying incentives

concessions

guarantees

Contingency factors may include:

technical errors

programming errors

Guarantees may include:

price

position

frequency

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, **codes and national standards relevant to the workplace may include**:

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relevant industry codes of practice

Advertising position may include:

left or right page

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fixed position each week in a radio/television or other program

evenly spread during the time schedule

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Price may include:

negotiation of

discounts

buying incentives

concessions

guarantees

Contingency factors may include:

technical errors

programming errors

Guarantees may include:

price

position

frequency

Unit Sector(s)

Not applicable.

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BSBADV603A Manage advertising production

Modification History

Not applicable.

Unit Descriptor

This unit covers planning, directing, monitoring and evaluating the production of electronic and print advertising. This unit is related to BSBADV403A Monitor advertising production.

This unit covers planning, directing, monitoring and evaluating the production of electronic and print advertising. This unit is related to BSBADV403A Monitor advertising production

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Plan the production process for advertisements	1.1 Timing and budgetary requirements for creative and production work are confirmed

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		1.2 The creative brief is assessed and factors that influence the production process are identified
		1.3 Production processes are investigated and determined to suit both the creative work and the advertising medium
		1.4 Specifications are determined to suit both the advertisement and the production process
		1.5 Pre-production work is scheduled to meet production requirements
		1.6 A production schedule is planned to meet the requirements of the advertising brief and the media plan
2	Evaluate and select suppliers	2.1 Suppliers are identified for each element in the production process
		2.2 Suppliers are assessed in terms of their expertise and capacity to meet production, budget and schedule requirements
		2.3 Choice of suppliers is based on merit and value for money and meets legal and ethical requirements
		2.4 Suppliers are briefed and their agreement to meet production, schedule and price requirements gained
		2.5 Market segment/s are selected to meet the requirements of the advertising brief or new segmentation criteria are chosen and applied
3	Direct the advertising production process	3.1 Management of all aspects of the production process is integrated to meet the requirements of the advertising brief and schedule
		3.2 Creative specialists are involved in the production process to solve creative problems and advise on creative changes to ensure the resulting advertisement is consistent with the objectives and positioning for the product or service
		3.3 The outputs from the production process meet the requirements of the production schedule, creative brief and media plan
4	Evaluate advertising	4.1 The quality and cost-effectiveness of the

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production	production processes are evaluated and reported against the requirements of the creative brief
	4.2 Evaluation processes are valid and measure quality against the standards established in the creative brief
	4.3 The final advertisement is evaluated in relation to the requirements of the creative brief

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Rationale for choosing approach to describing the market and segmentation criteria

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Advertising brief

Purposes of advertising

Advertising objectives

Underpinning Skills

Literacy skills to identify demographic and other information, to write descriptive

Communication including clarifying and reporting

Numeracy skills for collecting and analysing quantitative information

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

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Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** (Level 2) - to evaluate market segments

Communicating ideas and information (Level 2) - through the development of a consumer profile

Planning and organising activities (Level 2) - to choose approaches and criteria to segment the market

Working with teams and others (Level2) - to identify and access sources of information for segmenting and profiling

Using mathematical ideas and techniques (Level2) - to analyse data and draw conclusions

Solving problems (Level 3) - by evaluating segments and re-doing the process if necessary

Using technology (Level 1) - to apply segmentation criteria and analyse data if required

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Rationale for choosing approach to describing the market and segmentation criteria

Underpinning Knowledge*

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Using technology (Level 1) - to apply segmentation criteria and analyse data if required

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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Range Statement

Legislation, codes and national standards relevant to the workplace may include:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Approaches to determining the total market may include:

identifying consumers with relevant needs

identifying current users of a product or service

identifying people with related characteristics

Terms used to describe media audiences may include:

demographics:

age

sex

education

marital status

occupation

nationality

first language

children

income

Market segmentation is

the process of dividing a market into consumer subgroups, each of which has different needs

Criteria to use in market segmentation may include:

consumer needs

benefits desired

product/service usage

attitude

demographics

lifestyle

social and cultural factors

business characteristics

Sources of information for segmenting and profiling markets may include:

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industry sources

existing research data

original a priori research (where the market segments are assumed at the beginning and research is used to confirm them)

original response based research

Consumers may include:

individuals

businesses

households

Standard statistical terms

are those categories used by the Australian Bureau of statistics in collecting and reporting census data

Demographic descriptions may include:

date and place of birth

sex

nationality

indigenous Australian

education

occupation

marital status

first language

other languages spoken at home

number and age of children

income level

disability

Psychographic descriptions may include:

activities

interests

opinions

values

attitudes

lifestyle

Legislation, **codes and national standards relevant to the workplace may include**:

award and enterprise agreements and relevant industrial instruments

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relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Approaches to determining the total market may include:

identifying consumers with relevant needs

identifying current users of a product or service

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Terms used to describe media audiences may include:

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sex

education

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other languages spoken at home

number and age of children

income level

disability

Psychographic descriptions may include:

activities

interests

opinions

values

attitudes

lifestyle

Unit Sector(s)

Not applicable.

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BSBADV602A Develop an advertising campaign

Modification History

Not applicable.

Unit Descriptor

This unit covers determination of key objectives and development of an advertising campaign to optimise product or service market performance in response to an advertising brief. This unit is related to BSBADV508A Present an advertising campaign. Consider co-assessment with BSBADV604A Execute an advertising campaign and BSBADV605A Evaluate campaign effectiveness.

This unit covers determination of key objectives and development of an advertising campaign to optimise product or service market performance in response to an advertising brief. This unit is related to BSBADV508A Present an advertising campaign. Consider co-assessment with BSBADV604A Execute an advertising campaign and BSBADV605A Evaluate campaign effectiveness

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 Define campaign objectives	1.1 The advertiser's purpose and objectives from the advertising brief are clarified and used to set objectives for the advertising campaign
	1.2 Campaign objectives are stated in measurable terms and identify the nature and extent of what is to be accomplished by the advertising
	1.3 Campaign objectives are feasible, given the constraints of time, budget, product and market factors
	1.4 Campaign objectives take into consideration factors which may affect consumer responses
	1.5 Campaign objectives meet legal and ethical requirements
2 Prepare an advertising budget	2.1 Research resource requirements for the advertising campaign are assessed and specified
	2.2 Resource requirements for a range of media options are assessed and specified
	2.3 Resource requirements for creative and production services for the campaign are assessed and specified
	2.4 Resources allocated to each component of the advertising campaign are justified and sufficient, in relative terms, to achieve the campaign objectives
	2.5 The overall budget meets the requirements of the advertising brief
3 Develop a schedule for proposed advertising activities	3.1 Campaign length and timing is confirmed from the advertising brief
	3.2 Service providers with the required expertise are identified and their costs and availability negotiated
	3.3 Choice of service providers is based on merit and value for money and meets legal and ethical requirements
	3.4 The time allowed in the schedule to meet creative, media and production requirements is sufficient to

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achieve the advertising objectives

3.5 The schedule includes milestones for monitoring progress and expenditure against budget, and evaluating campaign effectiveness

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Supporting reasons for decisions regarding the central idea, budget and time allocations to be included

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.

Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Organisation's products or services

Organisation's budget

Purposes of advertising

Different advertising approaches for different markets

Types of advertising objectives and the strategies to address them

Advertising briefs

Consumer behaviour

Influences on buyer behaviour

Legal and ethical requirements

Underpinning Skills

Literacy skills to identify company and product information, write in a range of styles for different audiences and interpret legal requirements, company policies and procedures

Communication including questioning, clarifying and reporting

Numeracy skills for budgeting and scheduling

Project planning skills for identifying timelines and allocating tasks

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Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, **analysing and organising information** - to define campaign objectives

Communicating ideas and information - through the development of a central advertising idea

Planning and organising activities - to prepare a schedule of activities

Working with teams and others - to negotiate their services

Using mathematical ideas and techniques - to prepare budgets and schedules

Solving problems - to balance the resource requirements of a number of competing elements

Using technology - for recording and scheduling activities, if required

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Supporting reasons for decisions regarding the central idea, budget and time allocations to be included

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Using mathematical ideas and techniques - to prepare budgets and schedules

Solving problems - to balance the resource requirements of a number of competing elements

Using technology - for recording and scheduling activities, if required

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

Legislation, **codes and national standards relevant to the workplace may include**:

award and enterprise agreements and relevant industrial instruments

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

Campaign objectives may include:

increasing awareness of a product, service or brand

increasing knowledge about a product or service

changing attitudes

increasing response to a product or service from a particular demographic group

generating or increase sales

improving or maintain market share

Factors which may affect consumer responses may include:

gender

age

disability

values

culture

marital status

lifestyle

affluency

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Legal and ethical requirements may include:

legislation

regulations

codes of practice

ethical principles

policies and guidelines

society's expectations

cultural expectations and influences

social responsibilities eg protection of children, environmental issues

Research may include:

observation

sampling

quota sampling

interviews (face to face and telephone)

indirect research such as depth or focus group interviews, projective questioning, association tests

surveys

questionnaires

panel research

group interviews

retail audits (to determine brand share)

attitude surveys

specialised research eg 'mystery shoppers'

experiments or market testing on a segment of the market

desktop research

Occupational health and safety considerations may include:

safety of researcher and public during research activities

remote / isolated work policies and procedures (for health and safety of workplace personnel)

Media options may include:

television

radio

cinema

the press

billboards

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video
video games
videotext
cable and satellite television
sponsorship
direct mail
direct response
point-of-sale
sales literature
sales promotion
exhibitions and trade fairs
aerial advertising

Creative and production services may include:

copywriter
artist / illustrator
graphic designer
printer
photographer
producer
director
film maker
presenter
performers
voice over
camera person
sound technician
special effects practitioner
stunt people
musicians
lighting technician

Legislation, **codes and national standards relevant to the workplace may include**:

award and enterprise agreements and relevant industrial instruments

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relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

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Media options may include:

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radio

cinema

the press

billboards

video

video games

videotext

cable and satellite television

sponsorship

direct mail

direct response

point-of-sale

sales literature

sales promotion

exhibitions and trade fairs

aerial advertising

Creative and production services may include:

copywriter

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artist / illustrator
graphic designer
printer
photographer
producer
director
film maker
presenter
performers
voice over
camera person
sound technician
special effects practitioner
stunt people
musicians
lighting technician

Unit Sector(s)

Not applicable.

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BSBWOR502B Ensure team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers and addresses the need for managers to facilitate work teams and to build a positive culture within work teams. The unit takes a systematic and planned approach to developing teams. It includes the soft skills as well as more structured approaches to the management of teams. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Establish team performance plan	1.1. ***Consult*** team members to establish a common understanding of team purpose, roles, responsibilities and ***accountabilities*** in accordance with organisational goals, plans and objectives 1.2. Develop ***performance plans*** to establish expected ***outcomes***, ***outputs***, ***key performance indicators*** and goals for work team 1.3. ***Support*** team members in meeting expected performance outcomes
2. Develop and facilitate team cohesion	2.1. Develop ***strategies*** to ensure team members have input into planning, decision making and operational aspects of work team 2.2. Develop ***policies and procedures*** to ensure team members take responsibility for own work and assist

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ELEMENT	PERFORMANCE CRITERIA
	others to undertake required roles and responsibilities 2.3. Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4. Develop ***processes*** to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1. Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2. Support the team in identifying and resolving work performance problems 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all ***stakeholders***
4. Liaise with stakeholders	4.1. Establish and maintain open communication processes with all stakeholders 4.2. Communicate information from ***line manager***/***management*** to the team 4.3. Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4. Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to explain team goals, to address team conflict and to build an environment of trust • planning and organisational skills to keep team on track and focussed on work outcomes.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• group behaviour • strategies for mentoring and coaching to informally guide and instruct team members • issue resolution • strategies for gaining consensus.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • range of techniques that can be used to build work teams, strengthen communications in the team and resolve issues • methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track • knowledge of group behaviour.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of team building techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • review of performance plans developed for work team • review of policies and procedures developed to

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EVIDENCE GUIDE	
	ensure team members take responsibility for own work.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Consultation may refer to:	• conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans • mechanisms used to provide feedback to the work team in relation to outcomes of consultation
Accountabilities may refer to:	• responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar • statement of conduct outlining responsibilities/actions/performance
Performance plans may refer to:	• individual performance plans linked to team goals • team plans based on work assignments and responsibilities
Outcomes, ***outputs***, ***key performance indicators*** may refer to agreed:	• changes in work roles and responsibilities • improved individual and team, performance and participation • improvements to systems, operations • measures for monitoring and evaluating the

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RANGE STATEMENT	
	efficiency or effectiveness of systems or services • quality standards and expectations • targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism • targets for training and development
Support may include:	• Coaching • Mentoring • Training and development opportunities • Clarification of roles and expectations • Long term or short term plans • Meetings
Strategies may refer to:	• clarification of roles and expectations • electronic communication devices and processes, such as intranet and email communication systems, to facilitate input • long-term or short-term plans factoring in opportunities for team input • mentoring and 'buddy' systems to support team members in providing input • newsletters and briefings • training and development activities
Policies and procedures may refer to:	• organisational guidelines and systems that govern operational functions • procedures that detail the activities that must be carried out for the completion of actions and tasks • Standard Operating Procedures
Processes may refer to:	• brainstorming options with the team for addressing concerns • creating a matrix of issues and concerns and distributing for comment • discussions with individuals regarding their concerns • distributing drafts for comment with a range of options for resolution of concerns • training and development sessions
Stakeholders may include:	• Board members • business or government contacts • funding bodies

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RANGE STATEMENT	
	• union/employee groups and representatives • work team
Line manager*/*management may refer to:	• chief executive officer • direct superior • other management representatives

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBREL402A Build client relationships and business networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals in a variety of roles who are required to establish, maintain and improve client relationships to facilitate organisational objectives. This unit primarily applies to marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes, but may also apply to other individuals working in any industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Initiate interpersonal communication with clients	1.1. Identify and use ***preferred client communication styles and methods*** 1.2. Establish rapport with clients using ***verbal*** and ***non-verbal communication*** processes 1.3. Investigate and act upon opportunities to offer positive feedback to clients 1.4. Use open questions to promote two-way communication 1.5. Identify and act upon potential ***barriers to effective communication*** with clients 1.6. Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1. Develop client loyalty objectives focussing on the development of long term business partnerships 2.2. Assess client profile information to determine approach 2.3. Develop ***client loyalty strategies*** to attract and retain

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ELEMENT	PERFORMANCE CRITERIA
	clients in accordance with the business strategy 2.4. Identify and apply ***client care and client service standards***
3. Maintain and improve ongoing relationships with clients	3.1. Develop ***strategies to obtain ongoing feedback*** from clients to monitor satisfaction levels 3.2. Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3. Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1. Allocate time to establish and maintain business contacts 4.2. Participate in ***business associations*** and/or ***professional development activities*** to establish and maintain a ***network*** of support for the business and to enhance personal knowledge of the market 4.3. Establish communication channels to exchange ***information and ideas*** 4.4. Provide, seek and verify information to the network

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • interpersonal skills to establish rapport, and to build and maintain relationships with clients.
Required knowledge

• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as:
  • anti-discrimination legislation
  • consumer laws including appropriate state/territory legislation

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REQUIRED SKILLS AND KNOWLEDGE
• ethical principles • marketing code of practice • privacy laws • Trade Practices Act • marketing communications concepts and processes • principles and techniques for effective communication and networking • sources of business related networks.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing and maintaining relationships with a range of clients related to the candidate's business • participating in and providing, an active contribution to a business related network.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports or journals on client relationship activities • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the candidate communicating with clients • observation of presentations made to business networks • oral or written questioning to assess knowledge and understanding

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other relationship management units • marketing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Preferred client communication styles and methods may include:	• email • face-to-face • mail • phone
Verbal communication may include:	• articulation • clarity of speech • feedback • language • listening skills • open questions • questioning skills • voice modulation • voice projection
Non-verbal communication may include:	• active listening • body language • body orientation • clothing • colour • distance

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RANGE STATEMENT	
	• facial expression • grooming • gestures • music • posture • sound • touching • voice
Barriers to effective communication may include:	• acting on false assumptions and stereotypes • cultural differences not being addressed • educational differences not being addressed • failure to prominently display contact details in all communications provided to the client • inappropriate word choice • ineffective non-verbal communication • lack of 'contact us' forms or pages on websites • lack of distribution of reply paid cards or envelopes in mail outs • lack of voice modulation and articulation • limited opening hours of call centres or office • not listening actively • organisational factors • physical, personal, gender and age differences not being addressed
Client loyalty strategies include:	• access to dedicated staff • added value offers • anniversary offers • client clubs • client reward schemes • credit or discount facilities • dedicated or private facilities • discounts • formal letter of thanks • frequent purchaser programs • handwritten note thanking the client • offering promotional items • phone call thanking client for the business • regular recontact with best clients • thank you gifts and promotions
Client care and client service	• accuracy of billing

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RANGE STATEMENT	

standards may include:	• accuracy of product/service descriptions, specifications in marketing communications
	• complaint resolution times
	• incidences of stock outs and back orders
	• on-hold times
	• order delivery standards such as:
	  • whether right product or service was delivered
	  • delivered to right person or address
	  • delivered on time
	  • politeness, helpfulness and grooming of delivery staff
	  • delivery vehicles parked properly
	  • cleanliness of delivery vehicles
	• shipment tracking services
	• telephone answering times and responses

Strategies to obtain ongoing feedback may include:	• including 'comments and queries' or 'bouquets and brickbats' on all order forms • complaints handling procedures • email • letter • soliciting complaints • surveys of current clients • surveys of lapsed clients to determine reason/s for ceasing to buy • telephone interviews • training staff to ask open questions about product or service levels
Business associations may include:	• chambers of commerce • industry associations • institutes • professional bodies • societies
Professional development activities may include:	• demonstrations • exhibitions • fairs • industry information seminars • industry training • pre-launch activities • technical information briefings

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RANGE STATEMENT	
	• trade shows
Networks may include:	• business • formal • groups • individuals • informal • organisations • personal
Information and ideas may include:	• changes in the environment • changing customer requirements • information on competitors' activities • personal, professional or business support

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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PSPSOHS609A Evaluate an organisation's OHS performance

Modification History

PSPSOHS609A Release 2: Layout adjusted. No changes to content.

PSPSOHS609A Release 1: Primary release.

Unit Descriptor

This unit covers the outcomes required to make judgments as a consequence of an OHS audit and to evaluate an organisation's arrangements for identifying hazards, assessing and controlling risks, and monitoring and improving the effectiveness of the management of OHS and compliance against agreed benchmarks.

In practice, evaluating an organisation's OHS performance may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, applying government systems, influencing opinion, fostering leadership, managing resources, managing compliance with legislation, etc.

Application of the Unit

The unit focuses on evaluation of the effectiveness of an organisation's management of OHS. Aspects of the integration with other organisational management systems, the appropriateness of participative arrangements and OHS improvements are some components of the evaluation. The scope may cover OHS performance measures and outcomes, strategies, policies, programs, procedures and the organisation's resources.

This unit applies to the auditing of systematic approaches to managing OHS, which may or may not be formalised as part of an OHS management system, and can apply to internal or external benchmarks. The scope and benchmark criteria for the OHS audit will be agreed before the commencement of information and data gathering, and may address all areas of the organisation or an identified function, business or geographical area.

This unit is a companion unit to PSPSOHS608A Conduct an OHS audit, which together address the knowledge and skills required to conduct an OHS audit and to evaluate an organisation's OHS performance. People with overall responsibility for OHS audit will require both units.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate effectiveness of systematic approaches to identifying OHS hazards	1.1 Workplace ***hazard*** identification activities being undertaken are identified and compared with organisational policies and procedures. 1.2 Products, processes and systems are examined to determine whether ***hazards of long latency*** and ***low frequency/high consequence*** are included and minimised. 1.3 Products, processes and systems are examined to determine whether ***risks*** to ***persons other than employees*** are identified and minimised. 1.4 ***Organisational factors*** that impact on OHS are identified. 1.5 Outcomes of the evidence gathering are reviewed with ***specialist personnel***, if required.
2 Evaluate the effectiveness of systematic approaches to OHS risk management	2.1 Appropriateness of the organisation's risk assessment tool/s and processes are evaluated. 2.2 Outcomes of the risk assessment process are assessed for validity, reliability and inclusion of all major OHS risks, in particular demonstrated use of risk assessment methods in the organisation. 2.3 Risk controls are evaluated for suitability and effectiveness in relation to the organisation's systematic management of OHS.
3 Evaluate the	3.1 The scope of organisational processes to monitor the

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ELEMENT	PERFORMANCE CRITERIA
effectiveness of systematic OHS monitoring processes	implementation and status of systematic approaches to managing OHS is evaluated. 3.2 The quality of information and data obtained from the monitoring processes is evaluated. 3.3 The managerial level of response to the issues raised in the monitoring process is evaluated in relation to the level of risk.
4 Assess whether the OHS management approaches have produced improved performance	4.1 Performance indicators (including ***positive performance indicators***) are evaluated to determine whether they provide a true, reliable and timely measure of the effectiveness of the OHS management approaches to reducing OHS risk. 4.2 Reported performance is compared with evidence gathered, and differences are documented. 4.3 Outcomes of evaluation of performance are documented in a clear and objective manner.
5 Assess and advise on organisational OHS compliance against agreed benchmarks	5.1 Systematic analysis is undertaken to identify areas of OHS compliance and non-compliance with ***benchmarks***. 5.2 Advice on the impact of legislation and standards on the selection, suitability and implementation of a range of OHS performance interventions is provided. 5.3 Outcomes of evaluation of compliance are documented and reported to ***key personnel and stakeholders***.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communicating effectively with personnel at all levels of organisation and OHS specialists and, as required, emergency service personnel
- preparing reports for a range of target groups including OHS committee, OHS representatives, managers, supervisors and other stakeholders
- contributing effectively to the strategic OHS performance of the organisation
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- analysing relevant workplace information and data, make observations including of

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workplace tasks and interactions between people, their activities, equipment, environment and systems
- analysing and evaluating a range of information and data carrying out simple statistical analysis eg mean, standard deviation, regression formats including graphs, maps, matrices, technical reports
- using electronic information and data systems to enter workplace information and data and produce effective graphical representations
- interpreting information and data to identify areas for improvement
- using a range of communication media
- conducting effective formal and informal meetings
- using information and data gathering techniques such as brainstorming, polling, interviews
- using language and literacy skills appropriate to the workgroup and the task
- using computer and information technology skills to access internal and external information and data on OHS
- paying attention to detail when making observations and recording outcomes

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- roles and responsibilities under OHS legislation of employees including supervisors, contractors, OHS inspectors etc
- responsibilities of designers etc under OHS legislation
- principles of duty of care including concepts of causation, foreseeability, preventability
- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- difference between common law and statutory law
- concept of common law duty of care
- requirements for recordkeeping that address OHS, privacy and other relevant legislation
- standards related to OHS information and data, statistics and records management including requirements for information and data under elements of systematically managing OHS
- nature and use of information and data that provides valid and reliable results on performance of OHS management processes (including positive performance indicators (PPIs) and limitations of other types of measures
- development of tools such as PPIs in assessment of OHS performance
- methods of collecting reliable information and data, commonly encountered problems in collection, and strategies for overcoming such problems
- requirements for reporting under OHS and other relevant legislation including notification

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and reporting of incidents
- difference between hazard and risk
- risk as a measure of uncertainty and the factors that affect risk
- requirements under hazard-specific OHS legislation and codes of practice
- principles of incident causation and injury processes
- characteristics, mode of action and units of measurement of major hazard types
- principles of human behaviour and response to interactions with human, physical and task environment to identify psychosocial hazards
- hierarchy of control and considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- knowledge of a range of risk analysis/assessment techniques and tools and the application and limitations of those techniques and tools
- standard industry controls for a range of hazards
- types of hazard identification tools including JSA
- limitations of generic hazard and risk checklists and risk ranking processes
- sampling methodologies, application and related statistical measures
- principles and practices of a systematic approach to managing OHS
- range of risk analysis/assessment techniques and tools and their application and limitations
- requirements of OHS and standards related to systematically managing OHS
- other function areas that impact on the management of OHS
- internal and external sources of OHS information and data
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS e.g.
  - labour market changes
  - structure and organisation of workforce e.g. part-time, casual and contract workers, shift rosters, geographical location
  - language, literacy and numeracy
  - communication skills
  - cultural background/workplace diversity
  - gender
  - workers with special needs
- auditing methods and techniques
- benefits, limitations and use of a range of communication strategies and tools appropriate to the workplace
- organisational behaviour and culture as it impacts on OHS and on change
- ethics related to professional practice
- methods of providing evidence of compliance with OHS legislation
- professional liability in relation to providing advice
- principles of effective meetings including agendas, action planning, chair and secretarial duties, minutes and action items
- organisational OHS policies and procedures
- nature of workplace processes (including work flow, planning and control) and hazards relevant to the particular workplace

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- formal and informal communication and consultation processes and key personnel related to communication
- language, literacy and cultural profile of the work group
- organisational culture as it impacts on the workgroup

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC601B Maintain and enhance confidence in public service
- PSPGOV605A Persuade and influence opinion
- PSPLEGN601B Manage compliance with legislation in the public sector
- PSPMNGT602B Manage resources
- PSPMNGT611A Manage evaluations
- PSPSOHS608A Conduct an OHS audit.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit
- skill requirements of this unit
- application of employability skills as they relate to this unit.

Resources required to carry out assessment

Resources essential for assessment include:

- legislation, policy, procedures and protocols relating to evaluation of organisational OHS performance
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when evaluating an organisation's OHS performance.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when evaluating an organisation's OHS performance, including coping with difficulties, irregularities and breakdowns in routine
- evaluation of an organisation's OHS performance in a range of 3 or more contexts or occasions, over time, with at least 1

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evaluation of broad scope.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation.
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

A ***hazard*** is:

- a source or situation with a potential for harm in terms of human injury or ill health, damage to property or the environment, or a combination of these

Hazards of long latency include:

- conditions, illnesses and other health risks that result from longer term exposure to specific triggers such as chemicals, noise, radiation and psychosocial factors

Low frequency/high consequence hazards are:

- high impact events that occur rarely such as explosions, fires and building collapses but may result in very serious injury, death or multiple death situations

A ***risk*** is:

- the chance of something occurring that will result in injury or damage
- measured in terms of consequences (injury or damage) and likelihood of the consequence

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Persons other than employees may include:	• neighbourhood or local community members • contractors • visitors to premises • customers/clients
Organisational factors may include:	• geographical spread of sites • roster and shift arrangements • supervision structure • participatory arrangements • authority and reporting structure • workforce structure such as labour hire, contractors, part-time and casual workers • cultural diversity • workplace culture including industrial relations and safety culture • other management systems requiring interface or integration with management of OHS • nature of hazards and level of risk
Specialist personnel may include:	• external consultants specialising in specific areas of OHS such as safety engineering, ergonomics, hygiene, toxicology, psychology, occupational health • specialist staff within government agencies offering assistance in specialist or problem areas within OHS
Positive performance indicators are:	• a means of focusing on assessing how successfully a workplace is performing through measuring OHS processes
Benchmarks may include:	• specific legislation • OHS management system standards • industry specific standards • organisation's business plan
Key personnel and stakeholders may include:	• boards of management and shareholders • management, persons in control of the workplace, supervisors • employees and other parties across a range of levels and roles including health and safety representatives and OHS committee members • customers/clients

Unit Sector(s)

Not applicable.

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Competency field

Specialist Occupational Health & Safety.

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PSPSOHS502A Participate in the management of the OHS information and data systems

Modification History

PSPSOHS502A Release 2: Layout adjusted. No changes to content.

PSPSOHS502A Release 1: Primary release.

Unit Descriptor

This unit covers participation in the provision of technical and legal information and data necessary to ensure that management and other stakeholders are informed about OHS and the effectiveness of the management of OHS.

It includes accessing and providing OHS information; collecting, collating and analysing data; and ensuring that this information and data is distributed throughout the workplace. It also addresses the legislative requirements for reporting and notification of OHS matters.

In practice, participation in the management of OHS information and data systems may overlap with other generalist or specialist public sector work activities such as promoting ethical practice, using complex communication strategies, undertaking research and analysis, coordinating resource usage, promoting compliance with legislation, etc.

Application of the Unit

This unit applies to individuals with managerial responsibility for providing technical and legal information and data necessary to ensure that management and other stakeholders are informed about OHS and the effectiveness of the management of OHS

It includes accessing and providing OHS information; collecting, collating and analysing data; and ensuring that this information and data is distributed throughout the workplace. It also addresses the legislative requirements for reporting and notification of OHS matters.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Access sources of OHS information and data	1.1 ***Sources of OHS information and data*** are identified, accessed and reviewed regularly. 1.2 Information and data is critically evaluated to ensure its accuracy, currency and relevance. 1.3 ***Appropriate formats*** for information and data storage and retrieval are determined.
2 Assist in the application of policies and procedures for collection of workplace information, data and records	2.1 Managers and ***key personnel*** are informed of ***legal requirements*** for information and data collection and record keeping. 2.2 OHS records are kept using ***appropriate tools***. 2.3 Workplace information and data is collected according to ***established procedures***. 2.4 Procedures for information and data collection, record keeping, amendments to legislation, and distribution of records are reviewed regularly to ensure their usability and relevance.
3 Assist in maintaining an information and data management system that enables retrieval and distribution of OHS information and data	3.1 Recommendations are made for storage of OHS information and data in a manner that makes it accessible to ***stakeholders*** and key personnel. 3.2 OHS information, data and records are accurately entered, and stored ***ethically***. 3.3 Purposes and appropriate uses of OHS information and data are identified for meaningful outcomes. 3.4 ***Legislated reporting requirements*** to external bodies are met accurately and within time limits. 3.5 Training needs relevant to the management of the information and data system for appropriate personnel are regularly assessed and actioned as appropriate. 3.6 Information and data management system is regularly evaluated to ensure its ease of use and relevance to the OHS needs of the organisation.

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ELEMENT	PERFORMANCE CRITERIA
4 Use, apply and regularly review analytical techniques to evaluate and improve OHS performance	4.1 ***Information and data collected*** is evaluated for validity and reliability. 4.2 ***Analytical techniques*** appropriate for evaluation of OHS performance (including ***positive performance indicators***) and identification of areas for improvement are identified. 4.3 Analytical techniques are applied appropriately and accurately. 4.4 OHS information and data analysis processes are reviewed regularly, in consultation with stakeholders, to ensure organisational and legislative requirements.
5 Communicate OHS information and results of data analysis to stakeholders and external bodies	5.1 Outcomes of information and data analysis are appropriately formatted taking account of the ***target audience***. 5.2 OHS information and data is disseminated to managers, key personnel and stakeholders taking account of legal and ethical requirements. 5.3 OHS information and data is communicated objectively and feedback sought. 5.4 Recommendations are made for improvement in prevention strategies based upon information accessed and data analysis.
6 Communicate the effectiveness of OHS information and data systems through monitoring and evaluation	6.1 The effectiveness of the OHS information and data system is reviewed regularly. 6.2 Frequency, method and scope of review is determined in consultation with stakeholders. 6.3 Stakeholders are enabled to have input to review. 6.4 Areas for improvement in the OHS information and data system are identified and recommendations made for improvement. 6.5 Improvement strategies arising from the review are communicated to appropriate levels of authority through planning, documentation and implementation.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- preparing more detailed reports for a range of target groups including OHS committee, OHS representatives, managers and supervisors

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- applying continuous improvement and action planning processes
- contributing to the strategic OHS performance of the organisation
- employing project management skills to achieve change
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically manage OHS and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (eg % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- using electronic systems to enter workplace information and data and produce effective graphical representations
- using a range of communication media
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on OHS

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislative requirements for OHS information and data, and consultation
- roles and responsibilities in relation to communication and consultation for OHS committees, OHS representatives, line management, employees and inspectors
- requirements for recordkeeping that addresses OHS, privacy and other legislation
- state/territory/Commonwealth OHS legislation (Acts, regulations, codes of practice, associated standards and guidance material) including prescriptive and performance approaches and links to other relevant legislation such as industrial relations, equal employment opportunity, workers compensation, rehabilitation etc
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- difference between common law and statutory law
- concept of common law duty of care
- methods of providing evidence of compliance with OHS legislation
- facilitation of the use of tools such as positive performance indicators (PPIs) in assessment of OHS performance
- nature of information and data that provides valid and reliable results on performance of OHS management processes (including positive indicators, such as number of safety audits conducted)
- methods of collecting reliable information and data, commonly encountered problems in collection and strategies for overcoming such problems
- requirements for reporting under OHS and other relevant legislation including notification and reporting of incidents

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- internal and external sources of OHS information and data
- auditing methods and techniques
- how the characteristics and composition of the workforce impact on risk and the systematic approach to managing OHS e.g.
  - labour market changes
  - structure and organisation of workforce e.g. part-time, casual and contract workers, shift rosters, geographical location
  - language, literacy and numeracy
  - communication skills
  - cultural background/workplace diversity
  - gender
  - workers with special needs
- ethics related to professional practice
- professional liability in relation to providing advice
- knowledge of organisational OHS policies and procedures
- key personnel, including identifying 'change agents', within workplace management structure
- language, literacy and cultural profile of the workgroup
- organisational culture as it impacts on the workgroup

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, The range statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV512A Use complex workplace communication strategies
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPSOHS501A Participate in the coordination and maintenance of a systematic approach to managing OHS
- PSPSOHS503A Assist in the design and development of OHS participative arrangements.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- knowledge requirements of this unit

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- skill requirements of this unit
- application of employability skills as they relate to this unit.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to management of OHS information and data systems
- workplace documentation, case studies and workplace scenarios to capture the range of situations likely to be encountered when participating in the management of OHS information and data systems.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when participating in the management of OHS information and data systems, including coping with difficulties, irregularities and breakdowns in routine
- participation in the management of OHS information and data systems in a range of three or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
- simulation or role plays
- case studies and scenarios
- observation
- portfolios.

The assessment environment should not disadvantage the candidate and where the person has a disability the principle of reasonable adjustment should be applied during assessment.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

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Range Statement

The range statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The range statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance criteria is explained here.

Sources of OHS information and data may include:

- external sources such as:
  - OHS legislation and codes of practice
  - Australian and industry standards
  - Australian Bureau of Statistics (ABS)
  - OHS authorities
  - unions and industry bodies
  - OHS professional bodies
  - internet, journals, magazines
  - technical information and data
  - research literature
  - manufacturers' manuals and specifications
  - National Occupational Health and Safety Commission (NOHSC)
- internal sources such as:
  - OHS policies and procedures
  - work instructions
  - job and work system analysis (JSAs)
  - risk assessments (past and present)
  - material safety data sheets (MSDSs) and registers
  - manufacturers' manuals
  - organisational data such as insurance records, incident investigation, enforcement notices and actions, workers compensation data, OHS performance indicators, audits etc
  - safety handbooks
  - employee information papers, brochures, notes, newsletters
  - OHS reports including, workplace inspections, hazard and incident reports, technical reports, consultations and observations

Appropriate formats may be:

- electronic or paper-based
- available through an intranet or CD-ROM
- recognised records and data management systems

Key personnel may include:

- managers from other areas
- people involved in OHS decision making or who are affected by OHS decisions

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Legal requirements may include:	• legislation, regulations and standards governing:
	  • reporting of incidents
	  • records for monitoring and exposure to specific hazards
	  • privacy and confidentiality of personal records
	  • workplace equity
	  • workers compensation

Appropriate tools may be:	• electronic systems
	• paper-based systems
	• and may include:
	  • registers
	  • graphical representations
	  • performance monitoring charts and checklists
	  • handbooks

Established procedures may include:	• legislation and codes of practice • OHS management systems • relevant workers compensation processes • organisational policies and procedures including accident and incident recording system • recognised industry standards • manufacturers' recommendations, and maintenance and servicing schedules • contract and tender documentation • formal and/or informal procedures
Stakeholders may include:	• management • supervisors • employees • OHS committees • health and safety and other employee representatives
Ethical requirements for OHS records storage include:	• privacy, as appropriate • confidentiality • ensuring access to personal records, within legislative requirements • commercial in confidence information as appropriate
Legislated reporting requirements include:	• serious injury and serious incident reporting to OHS authorities
Information and data collected may include:	• data relating to implementation of OHS plans and processes • OHS performance indicators • hazard registers • incident data including injury and disease • MSDSs and registers

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	• risk assessments • job safety analyses • OHS policies and procedures
Analytical techniques may include:	• basic statistical tests such as means, standard deviation and percentage change
Positive performance indicators are:	• a means of focusing on assessing how successfully a workplace is performing through measuring OHS processes
Target audience may include:	• internal stakeholders, including the board of management, managers, OHS committees, supervisors, employees (and their families), contractors, visitors and others on site • external stakeholders, including customers, shareholders, local community (directly or via the media), representatives of special interest groups and agencies, insurance agencies, OHS regulators and other relevant statutory bodies

Unit Sector(s)

Not applicable.

Competency field

Specialist Occupational Health & Safety

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PSPPM501B Design complex projects

Modification History

PSPPM501B Release 2: Layout adjusted. No changes to content.

PSPPM501B Release 1: Primary release.

Unit Descriptor

This unit covers planning and development of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes identifying project opportunities, undertaking scoping, analysing the feasibility of projects, developing project plans and managing the establishment of projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, designing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis, etc.

When this unit is completed in conjunction with *PSPPM502B Manage complex projects*, and *PSPPM503B Close complex projects*, the three units together are equivalent to the nine private sector Business Services project management competencies: BSBPM501A - BSBPM509A inclusive.

This unit replaces and is equivalent to *PSPPM501A Initiate projects*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify project opportunities and undertake scoping	1.1 A ***critical analysis*** of the need for a project is conducted in accordance with organisational ***policy and procedures***. 1.2 A project definition study is undertaken, where necessary, to determine the scope of the project. 1.3 Project scoping is completed in accordance with organisational policy and procedures and identifies a rationale for the project that includes the purpose, outcomes/expected benefits. 1.4 ***Stakeholders*** are identified and canvassed to ensure that their requirements are addressed in project planning.
2. Analyse project feasibility	2.1 Research and analysis is undertaken to identify impacts and risks, ***constraining factors*** and alternate options. 2.2 Technical feasibility, supportability and cost effectiveness of the project are analysed and the outcome is reported to key stakeholders. 2.3 Alternatives for project design are assessed and a preferred option that fits the strategic direction of the organisation/work unit is identified and reported. 2.4 Relevant specialists are consulted to determine the extent of financial, technical, security, scheduling, ***whole-of-life support*** and probity, and other risks. 2.5 A business case is prepared and ***approvals*** to proceed with project development are obtained in accordance with organisational policy, procedures and guidelines.
3. Develop project plans	3.1 Project aims, objectives and impacts are defined in the ***project plan***, and timeframes and resources to complete quality deliverables on time and within budget are identified. 3.2 Projected outcomes are recorded in measurable and achievable forms and indicators to monitor the performance of the project are developed and agreed by relevant parties. 3.3 Potential risks are investigated and identified in the project plan and a risk management process is established to analyse

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ELEMENT	PERFORMANCE CRITERIA
	information and ***options to manage risks***.
	3.4 Skills, roles and responsibilities of team members and stakeholders are clarified and agreed, and reporting requirements are identified.
	3.5 ***Management*** of project ***parameters*** is addressed in the project plan and evaluation criteria are designed in accordance with organisational policy and practice.
	3.6 ***Project management tools*** are utilised for planning in accordance with project requirements and the project is designed and ***documented*** in consultation with ***specialists*** to meet user requirements.
4. Manage establishment of project	4.1 If required, stakeholders are lobbied in accordance with organisational policy and procedures, to negotiate endorsement for the project.
	4.2 Terms of reference are written and agreed to by stakeholders and resources are obtained in accordance with organisational procedures to establish the project.
	4.3 Project scope and objectives are reviewed and analysed, and a strategy is developed to establish ***work breakdown structures*** to implement the project.
	4.4 Project ***infrastructure*** is identified and established in accordance with organisational policy and procedures.
	4.5 Specialist and technical support relevant to the project is obtained in accordance with the project plan.
	4.6 Project governance structure and processes are established as detailed in the project plan.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- using project planning techniques related to projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects
- detailing requirements, writing recommendations and preparing plans requiring precision of expression
- negotiating timelines, roles and responsibilities with stakeholders and team

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members
- scheduling project activities
- communicating with stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using project management tools suited to planning reasonably complex projects
- applying risk management techniques in project establishment including risk sharing and transfer
- using public relations strategies to promote and gain endorsement for projects
- including workplace safety issues in project planning requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environmental and sustainability requirements
- project governance requirements
- financial management requirements
- quality standards
- risk management
- procurement
- human resources
- equal employment opportunity, equity and diversity principles
- project planning methods which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects
- project management tools suited to planning reasonably complex projects
- principles relating to the planning phase of project management
- the project specifications
- market capability
- resource plans
- project approval processes
- scheduling packages
- cost schedule control systems
- integrated logistics support
- work breakdown structures
- change management in the context of designing complex projects

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV503B Coordinate resource allocation and usage

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV512A Use complex workplace communication strategies

PSPPM502B Manage complex projects

PSPPM503B Close complex projects

PSPPROC502A Establish contract management arrangements

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see table Following for examples)
- complex projects designed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project planning and management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating projects, including coping with

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difficulties, irregularities and breakdowns in routine
- complex projects designed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Critical analysis may include:

- internal and external environment scan
- political imperatives
- previous and current related projects

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- policies likely to be impacted
- cost-benefit analysis

Policy and procedures may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts
  - financial management and accounting legislation and regulations
  - privacy legislation
  - environmental/sustainability legislation
- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements

Stakeholders may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Constraining factors may include:

- political
- industrial
- legislative
- technical
- financial
- social
- cultural

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- security/privacy
- environmental
- logistical support
- resources

Whole-of-life support may include:

- maintenance
- supply
- technical data
- personnel
- training
- facilities
- packaging, handling
- storage and transportation
- support and test equipment
- computing support

Approval may be required from:

- project sponsor
- business owner of the project
- program manager
- line manager
- specialist project management office
- chief executive officer, manager or management representative
- funding body
- customer or client

Project plan will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose

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- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Risk management may include:

- acceptance
- avoidance
- minimisation
- transfer

Management may include:

- risk management
- schedule management
- financial management
- communication, including reporting
- resources management
- logistics management
- scope management
- change management
- quality management
- people management
- procurement management
- occupational health and safety management

Project parameters include:

- project scope - outcomes, objectives, project deliverables
- feasibility
- skills required for project team
- people required for project including specialist expertise
- communications including reporting requirements
- risks associated with project including people, environment, resources, technology change during the life of the project, if applicable
- steering committee arrangements
- timeframe and milestones
- cost
- resources for project
- acquisition/procurement
- organisational structure for project
- project quality control and operational flexibility
- project governance structure

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- monitoring through staged rollout
- project delivery requirements
- pilot outcomes
- intellectual property
- integration of project within organisation
- transition arrangements
- change management
- project evaluation

Project management tools may include:

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
  - Gantt and bar charts
  - Program Evaluation and Review Technique (PERT) charts
  - Critical Path Method
  - cost schedule control system
  - logistics support analysis
  - life cycle cost analysis
  - spreadsheets
  - recording systems - electronic and manual

Documented information may include:

- reports detailing strategy
- statement of requirement/work
- industry development proposals
- project plans
- resource plans
- project team work plans
- risk and issues plan and log
- performance evaluation criteria
- reports to industry
- whole-of-life support proposals
- project definition study

Relevant specialists may include:

- legal
- technical
- financial
- other functional areas
- other relevant agencies
- logistics

Work breakdown structures may include:

- how the work is to be performed and how cost and schedule data are to be tracked and reported
- identification of the project tasks (deliverables)

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Project infrastructure may include:	• identification of specific management responsibilities for tasks • staffing levels/need for recruitment action and training • equipment and technical support • resource requirements including travel, finance etc • project office accommodation • management infrastructure

Unit Sector(s)

Not applicable.

Competency field

Project Management.

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PSPGOV606A Prepare high-level/sensitive written materials

Modification History

PSPGOV606A Release 2: Layout adjusted. No changes to content.

PSPGOV606A Release 1: Primary release.

Unit Descriptor

This unit covers high-level written communication including the preparation of complex, sensitive materials. It includes preparing for high-level written communication, critically analysing other positions and preparing persuasive written communication.

In practice, preparing high-level/sensitive written materials may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with written communication. Related units are:

- PSPGOV208A Write routine workplace materials
- PSPGOV313A Compose workplace documents
- PSPGOV413A Compose complex workplace documents
- PSPGOV513A Refine complex workplace documents

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential Together, performance criteria specify the requirements for

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outcomes of the unit of competency.

competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for high-level written communication	1.1 ***Communication objectives*** are clarified, stakeholders are identified and political or other sensitivities are determined. 1.2 Research is undertaken to anticipate the likely attitudes of and positions of ***stakeholders*** on the matter/s under consideration. 1.3 Subject matter is researched/***organised***, key messages to be conveyed are distilled and tactics are planned to utilise written materials to maximise outcomes for the organisation in accordance with ***legislation, policy and guidelines***.
2. Critically analyse other positions	2.1 Other positions are considered critically to evaluate complex levels of meaning in written communication and to identify impartiality, bias or unsupported argument. 2.2 Written materials are examined for subtext, significant inclusions and exclusions, socio-cultural values, attitudes and assumptions. 2.3 Complex concepts and ideas are explored to clarify understanding, and justify, or challenge interpretations based on underlying assumptions, beliefs and values. 2.4 Evidence is compared and contrasted and sources referred to are evaluated for reliability and authenticity. 2.5 Evidence is used to test other positions and draw conclusions about their validity and strengths.
3. Prepare persuasive written communication	3.1 ***Communication approach*** is chosen and used to positively influence and remove barriers to understanding for the given audience. 3.2 Risk assessment is undertaken and risk management is implemented in relation to document preparation and content. 3.3 Input information/documents provided by others are analysed for fit with the chosen approach and to ensure consistency of values, attitudes and opinions. 3.4 Information is synthesised and ***complex documents*** are prepared in accordance with ***organisational requirements***, legislation, policy and procedures. 3.5 Feedback from others is obtained on the documents' effectiveness for the purpose intended, outcomes are assessed and lessons learnt are articulated and used to underpin future writing.

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ELEMENT	PERFORMANCE CRITERIA
	3.6 Feedback is provided to contributors of information/documents to improve future input in a manner that provides learning opportunities for the contributors.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and writing at a level to cope with a range of complex and sensitive workplace materials
- critically analysing and synthesising information to compose complex written documents
- researching other pertinent information, such as supporting/opposing position papers
- refining content, structure and sequence according to the required purpose of written material
- analysing and using language structures and features that influence the interpretation of written communication
- using spelling, punctuation and grammar for workplace documents at an experienced level
- providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research/document input
- cross-cultural communication requirements
- implementing ergonomic requirements for office work
- complying with environmental policies such as those relating to paper use/wastage/recycling

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to written communication in the public sector such as privacy, freedom of information, information security, confidentiality, copyright, intellectual property
- critical analysis of complex information in a government context
- politically and culturally sensitive documents
- organisational requirements for complex written documents
- government style manual requirements
- persuasive written language devices and their ethical use for calculated effect
- the ways in which socio-cultural factors, language features and structures combine to influence the interpretation of written information
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the

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context of preparing complex/sensitive written materials

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV605A Persuade and influence opinion

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPLEGN601B Manage compliance with legislation in the public sector

PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- preparation of high-level/sensitive written materials in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to written communication in the public sector
- examples of complex workplace documents
- government style guide
- organisational writing guides
- case studies and workplace scenarios to capture the range of situations likely to be encountered when preparing high-level/sensitive written materials

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Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when preparing high-level/sensitive written materials, including coping with difficulties, irregularities and breakdowns in routine
- preparation of high-level/sensitive written materials in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Communication

- influencing opinion
- share information

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objectives may include:

- brief Minister
- reach consensus
- shape opinion
- influence policy
- represent the organisation's position
- represent the business unit's position
- build reputation (of self and organisation)
- market services
- obtain funding

Stakeholders may include:

- all those individuals and groups both inside and outside the government that have some direct interest in government conduct, actions, products and services, such as:
  - employees at all levels of the public sector
  - government
  - Ministers
  - clients
  - the public
  - other public sector organisations
  - other jurisdictions
  - union and association representatives
  - boards of management
  - international governments
  - international bodies
  - community groups
  - non-government organisations
  - special interest groups
  - key individuals of influence

Organisation of subject matter may include:

- identifying features, advantages and benefits and aligning evidence/examples
- anticipating likely disagreements and structuring material to address these

Legislation, ***policy and guidelines*** may include:

- State/Territory and Commonwealth legislation, regulations, policies, guidelines and standards relating to high-level written communication in the public sector, such as:
  - ethics and accountability guidelines/codes of practice
  - information security standards
  - principles of equal employment opportunity, equity and diversity
  - confidentiality
  - freedom of information
  - privacy

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- intellectual property
- fraud standards
- copyright
- risk management

Communication approach may include:

- consideration of wider organisational/public sector issues
- consideration of political sensitivities
- language calculated to appeal emotionally to a particular audience, such as authoritative, serious, informal, informative
- cultural, ethnic, diversity or equity considerations
- working within government processes and operational frameworks
- consultative
- collaborative
- assertive
- reasonable

Complex documents may include:

- Cabinet submissions
- briefing papers
- speeches
- media briefs
- position papers
- discussion papers
- business cases
- reports
- public policy strategies
- justification for policy development
- policy guidance

Organisational requirements may include:

- use of plain English
- style formats
- acknowledgements
- particular terminology to be used/not used:
  - acronyms
  - technical terms
  - bureaucratic language
  - abbreviations.
- requirements for minimising jargon in written materials
- requirements for written material to take account of cultural, ethnic, religious or language differences, disabilities, etiquette
- guidelines for illustrative items
- standards for references, acknowledgements, citations, footnotes, endnotes
- use of particular communication channels
- private or confidential materials

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- embargoed material
- politically sensitive materials
- security standards for government information

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPGOV515A Develop and use political nous

Modification History

PSPGOV515A Release 2: Layout adjusted. No change to content.

PSPGOV515A Release 1: Primary release.

Unit Descriptor

This unit covers the development and use of political nous to navigate and succeed in the political environment of the public sector. It includes identifying the political terrain, evaluating the political environment, forming alliances, and bargaining and negotiating to achieve outcomes.

In practice, developing and using political nous may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, leading a group, developing policy etc.

This is one of 3 units of competency in the *Working in Government* Competency Field that deal with government processes. Related units are:

- PSPGOV422A Apply government processes
- PSPGOV601B Apply government systems

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the political terrain	1.1 ***Stakeholder*** positions are ***identified*** and taken account of. 1.2 Corporate politics are analysed to identify agendas and players. 1.3 Awareness of and sensitivity to political agendas, both open and hidden, are developed and utilised. 1.4 The current agenda is located in the wider context to appreciate the big picture and provide more than one perspective. 1.5 The impact of the agenda on the work area is identified and confirmed in accordance with organisational protocols.
2. Evaluate the political environment	2.1 Information is sourced from inside and outside the organisation, and its authenticity and reliability are confirmed. 2.2 An analysis of the political, social and economic environment is undertaken that takes into account emerging trends and current and possible future goals of the organisation.
3. Form alliances	3.1 Power structure and sources of ***power*** are identified in the organisation and the wider public sector. 3.2 People prepared to trade mutual support are identified and the benefits assessed. 3.3 Risks and benefits of possible alliances are weighed. 3.4 Interested groups/individuals are lobbied to gain support and acceptance of ideas/courses of action. 3.5 Influence is built with key policy makers, ***decision makers*** and key influencers, in accordance with public sector standards and legislation.
4. Bargain and negotiate to achieve outcomes	4.1 Sound positions are developed with supporting arguments. 4.2 Responses to possible contradictory positions are formulated. 4.3 Positions are negotiated and refined with feedback from the negotiation process. 4.4 Consensus with others is achieved for one's position. 4.5 Outcomes are implemented in accordance with organisational policy and procedures.

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Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to the public sector
- undertaking research and analysis
- using a range of communication activities such as negotiating, consulting, influencing, bargaining, resolving conflict, networking, etc
- responding to diversity, including gender and disability
- applying risk management strategies
- applying procedures relating to occupational health and safety and environment in the context of the political environment.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector environment
- organisational policies and procedures
- organisational and public sector power structures and sources of power
- macro view of agendas, positions, and power
- government directions and agendas
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment and sustainability

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC501B Promote the values and ethos of public service

PSPLEGN501B Promote compliance with legislation in the public

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sector

PSPGOV510A Undertake and promote career management

PSPGOV511A Provide leadership

PSPGOV512A Use complex workplace communication strategies

PSPGOV516A Develop and use emotional intelligence

PSPPOL501A Develop organisation policy.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- development and use of political nous in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- organisational and public sector power structures and sources of power
- case studies and workplace scenarios to capture the range of situations likely to be encountered when developing and using political nous

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing and using political nous, including coping with difficulties, irregularities and breakdowns in routine
- development and use of political nous in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination

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	of 2 or more of: • case studies • portfolios • questioning • scenarios • authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Stakeholders may include:	• people within the organisation and the public sector • public sector organisations • non-government organisations • community organisations • peak bodies • lobby groups • statutory bodies • industry groups • local government
Identification of positions may include:	• knowing who to talk to • recognising informal as well as formal structures • using personal profile within the organisation
Power may include:	• positional power • coercive power • power in relationships • control of scarce resources • information and knowledge • interpersonal alliances
Key decision makers may include:	• senior executive officers • government bodies • special interest groups

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- policy officers

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPCOM503A Build and maintain community relationships

Modification History

PSPCOM503A Release 1: Layout adjusted. No changes to content.

PSPCOM503A Release 2: Primary release.

Unit Descriptor

This unit covers building, rebuilding and maintaining trusting relationships with individuals and communities by public sector officers. It includes setting the parameters for relationships or partnerships, providing information relating to community engagement, and building community engagement and community problem solving capacity.

In practice, building and maintaining community relationships overlaps with other generalist or specialist work activities such as acting ethically, providing leadership, developing client services, developing policy, undertaking research, facilitating change, etc.

This is a new unit of competency, added to the *Community Engagement* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the

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competency. Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Set the parameters for relationships or partnerships	1.1 A ***contextual framework*** is developed to assist in analysing and setting parameters for ***relationships/partnerships*** in accordance with organisational policy and procedure. 1.2 The parameters and purpose for the relationships/partnerships are established and agreed. 1.3 The emergence of new ideas and options are allowed for in the flexibility of the purpose. 1.4 The dynamics within and across relationships/partnerships are identified and managed. 1.5 Benefits for both parties are identified and agreed in accordance with organisational policy and procedure. 1.6 ***Constraints*** are identified, including time, procedural and resource limitations, and resources are allocated in accordance with organisational requirements.
2. Provide information relating to community engagement	2.1 Current community understanding of the roles and responsibilities of public officials is assessed, and information is provided to clarify the roles and responsibilities in accordance with organisational policy and procedures. 2.2 The rights and responsibilities of individuals and communities to be involved in government processes and decision making are explained in a manner accessible to the audience. 2.3 Government/agency priorities, strategic direction, systems, decision making and approval processes are communicated using language, materials and timelines to suit the audience and the occasion. 2.4 ***Opportunities for community involvement*** in government/agency processes and decision making are communicated in ways suited to the ***diversity*** of the community.
3. Build community engagement capacity	3.1 The skills and knowledge requirements of individuals and communities to engage with government are identified and addressed with a range of strategies tailored to individual needs. 3.2 ***Opportunities for individuals and communities to develop their capacity*** to engage with government are identified collaboratively, resourced and promoted in accordance with organisational policy and procedures. 3.3 ***Innovative strategies*** are developed and implemented to identify and reach out to those who have not yet connected with

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ELEMENT	PERFORMANCE CRITERIA
	government, and those who have had a previous poor experience in attempting to engage with government.
	3.4 ***Informal and formal community networks*** are tapped into to strengthen local capital and to ensure ongoing capacity.
	3.5 ***Barriers to community engagement*** are identified and solutions formulated and implemented in accordance with organisational policy and procedures and community context.
4. Build community problem-solving capacity	4.1 Information and opportunities for involvement in government processes and decision making are provided to individuals and communities in accordance with their needs and preferences.
	4.2 Existing and ***new ways to engage*** with government are identified and promoted in a variety of ways suited to diverse communities.
	4.3 Mechanisms for communities to raise their own ***issues*** with government are developed, implemented and promoted in accordance with organisational policy and procedures and community context.
	4.4 A range of ***strategies*** to address community issues is developed in partnership with communities.
	4.5 Mutually developed and agreed solutions to community issues are implemented in accordance with organisational policy and procedures.
	4.6 Strategies for reporting developments to communities are identified and utilised.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- establishing and fostering transparent, trusting relationships/partnerships with individuals and communities
- maintaining multiple and potentially conflicting relationships/partnerships
- working with diverse communities using a range of communication styles to suit different audiences and purposes
- explaining complex and formal policies and concepts to a variety of audiences
- responding to diversity, including gender and disability
- applying lateral thinking to provide solutions and overcome barriers to community engagement

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- linking people to appropriate capacity-building opportunities
- applying workplace safety procedures to community engagement activities
- preparing community engagement information requiring the presentation of complex information using simple language structures and precision of expression

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to community engagement
- community engagement theory, principles, practices and techniques
- community development practices and principles
- public sector values and codes of conduct
- leadership and the managing of expectations in the context of community engagement
- principles of cultural awareness and cross-cultural communication
- equal employment opportunity, equity and diversity principles
- workplace safety procedures relating to community engagement activities

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPCOM501A Prepare for community engagement

PSPCOM502A Develop and implement community engagement strategies

PSPETHC501B Promote the values and ethos of public service

PSPGOV502B Develop client services

PSPGOV504B Undertake research and analysis

PSPGOV505A Promote diversity

PSPGOV507A Undertake negotiations

PSPGOV508A Manage conflict

PSPGOV511A Provide leadership

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PSPGOV512A Use complex workplace communication strategies

PSPGOV514A Facilitate change

PSPLEGN501B Promote compliance with legislation in the public sector

PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- community relationships built and maintained in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- community information, case studies or scenarios, including current journals, international case studies
- community engagement theory, principles, practices and techniques
- procedures and protocols for community engagement, including occupational health and safety
- policy and legislation related to community engagement
- public sector values and codes of conduct

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when building and maintaining community relationships, including coping with difficulties, irregularities and breakdowns in routine
- community relationships built and maintained in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of

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	this competency may include, but are not limited to, a combination of 2 or more of: • case studies • demonstration • portfolios • projects • questioning • scenarios • authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

A ***contextual framework*** may include:	• dynamics of community • community power structures • big political versus community politics (big 'P' v little 'p') • collaborations • networks • formal or informal partnerships • timelines for relationship building • purpose of partnership/relationship building and therefore type of partnership/relationship to be developed • level of agency support
Relationships/ **partnerships** may be with:	• individuals • community groups • ethnic communities • local residents - through place-based initiatives • non-government organisations • private sector organisations • other public sector agencies • media organisations

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- business community
- industry specific target groups

Constraints may include:

- lack of knowledge
- lack of understanding
- lack of decision making powers
- lack of time and resources
- geographic location
- previous experiences with engagement processes
- community angst or lack of trust
- organisational capacity to respond to community
- external factors (including non-negotiables)
- perceived status of organisation in the community
- community expectations of the partnership/relationship
- cost for the community to be involved, such as transport, time off work, childcare

Opportunities for community involvement may include:

- 'whole of government' forums and networks as part of regional/place-based strategies
- 'whole of community' projects as part of regional/place-based strategies
- policy development
- program or service delivery planning or decision making
- review or evaluation or existing policies, programs or services
- involvement through:
- Cabinet sittings
- charettes
- citizens' panels/juries
- community-based information
- consultations
- correspondence with/to Members of Parliament
- direct participation
- employment of local community members
- focus groups
- government announcements
- information flows
- media campaigns
- one-on-one meetings
- parliamentary sittings
- participation in local events
- public meetings/forums
- regional forums
- response/s to questionnaires
- scenario planning

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	• think tanks • visioning • workshops
Community diversity may include differences in:	• age • cultural background • educational level • English language proficiency • ethnicity • expertise • family responsibilities • gender • household structure (couples, singles, single parents, single sex partners) • interests • interpersonal approach • language • length of residence • life experience • marital status • mobility • physical ability • political orientation • religious belief • sexual orientation • socio-economic background • thinking/learning styles • work experiences
Opportunities for individuals and communities to develop their capacity may include:	• formal and informal leadership programs • formal or informal mentoring and coaching programs • access to resources and information to build knowledge • community visioning • community development • attendance at workshops • agency professional development • participation opportunities • formal learning opportunities • community building networks
Innovative strategies must:	• be tailored to those being approached • take account of past failures/difficulties • take advantage of a range of media/communication channels
Informal and formal community networks	• interest groups • clubs

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may include:

- associations
- leadership structures
- community leaders/elders (place-based)
- word of mouth
- web-based information networks
- electronic communication
- (online) virtual learning communities
- reference groups
- church groups
- service clubs
- existing multi-agency reference groups
- school networks
- community organisations
- community services
- non-government organisations
- religious and cultural networks

Barriers to community engagement may include:

- access constraints
- community perception that nothing ever comes from engagement with government - 'talk fest'
- cultural barriers
- diversity variables listed previously
- geographical isolation
- inappropriate timing, venues and strategies
- lack of awareness of the full range of government services
- lack of clear branding in government communications
- lack of confidence or trust in government
- lack of follow-up within community engagement strategies
- lack of information at the local level through local resources such as community newspapers
- lack of interest in or commitment to the issues
- lack of knowledge about the structure of government (at all three levels)
- lack of openness/transparency
- lack of understanding about an actual issue - building knowledge and literacy, knowing the scenarios
- lack of understanding or clarity about the engagement process
- language issues
- limited access to effective information in first language
- little access to traditional ethnic media channels such as print and radio or an integrated mix
- mobility issues
- over-reliance on or sole use of electronic media and Internet
- poor integration of government information strategies

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	• poor monitoring and feedback loops • poor past experiences with engagement processes • previous over-consultation • social capital gate keepers - residents who block broad participation • socio-economic levels • the difficulty of contacting the right area of government first time (no 'one number for government') • the terminology and style of copy used in government information • time constraints • unequal access to information, participation, influence on decision making
New ways to engage may include:	• active participation in government planning and decisions making through a range of innovative and appropriate methods and techniques such as: • citizens' juries • citizens' panels • deliberative polling • negotiation tables • online consultation • policy round tables • policy action teams • search conferences
Community issues may include:	• local solutions to a range of local issues • new or improved services or programs • infrastructure • strategic planning • community development • crime reduction
Strategies to address issues may include:	• community planning processes • community development processes • collaborative service and program planning

Unit Sector(s)

Not applicable.

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Competency field

Community Engagement.

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BSBFLM511B Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

This unit specifies the outcomes required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.

This unit replaces the unit BSBFLM511A Develop a workplace learning environment.

Frontline managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit builds on BSBCMN404A Develop teams and individuals. Consider co-assessment with BSBFLM501B Manage personal work priorities and professional development, BSBFLM512A Ensure team effectiveness, BSBFLM505B Manage operational plan, BSBFLM507B Manage quality customer service, and BSBMGT505A Ensure a safe workplace.

This unit specifies the outcomes required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.

This unit replaces the unit BSBFLM511A Develop a workplace learning environment.

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This unit builds on BSBCMN404A Develop teams and individuals. Consider co-assessment with BSBFLM501B Manage personal work priorities and professional development, BSBFLM512A Ensure team effectiveness, BSBFLM505B Manage operational plan, BSBFLM507B Manage quality customer service, and BSBMGT505A Ensure a safe workplace.

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Create learning opportunities	1.1 Potential formal and informal learning opportunities are identified
	1.2 Learning needs of individuals are identified in relation to the needs of the team and/or enterprise and available learning opportunities
	1.3 Learning plans are developed and implemented as an integral part of individual and team performance plans
	1.4 Strategies are developed to ensure that learning plans reflect the diversity of needs
	1.5 Organisational procedures maximise individual and team access to, and participation in, learning opportunities
	1.6 Effective liaison occurs with training and development specialists and contributes to learning opportunities which enhance individual, team and organisational performance

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2 Facilitate and promote learning	2.1 Strategies are developed to ensure that workplace learning opportunities are used and team members are encouraged to share their skills and knowledge to encourage a learning culture within the team
	2.2 Organisational procedures are implemented to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes
	2.3 Policies and procedures are implemented to encourage team members to assess their own competencies, and to identify own learning and development needs
	2.4 The benefits of learning are shared with others in the team and organisation
	2.5 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards
3 Monitor and improve learning effectiveness	3.1 Strategies are used to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety issues
	3.2 Feedback from individuals and teams is used to identify and introduce improvements in future learning arrangements
	3.3 Adjustments negotiated with training and development specialists result in improvements to the efficiency and effectiveness of learning
	3.4 Processes are used to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Required Skills and Knowledge

Not applicable.

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Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to facilitate the development of a learning environment. They must be able to show evidence of the ability to identify workplace activities which facilitate learning, and negotiate learning arrangements with training and development specialists. They also must be able to develop strategies to monitor performance of individuals and the team and use this to improve learning effectiveness and future learning arrangements.

Specific Evidence Requirements

Required knowledge and understanding include:

relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

the principles and techniques involved in the management and organisation of:

- adult learning
- a learning environment and learning culture
- work based learning
- structured learning
- problem identification and resolution
- leadership
- coaching and mentoring
- consultation and communication
- record keeping and management methods
- monitoring and reviewing workplace learning
- improvement strategies

management of relationships to achieve a learning environment

strategies that contribute to the elimination of discrimination/bias

Required skills and attributes include:

ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

functional literacy skills to access and use workplace information

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communication skills to:

- encourage colleagues to share their knowledge and skills
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use consultation skills effectively

skills to facilitate, promote and monitor learning:

- identifying learning needs
- developing learning plans
- selecting and using work activities to create learning opportunities
- establishing a workplace which is conducive to learning
- negotiating learning arrangements with training and development specialists
- using coaching and mentoring to support learning
- evaluating the effectiveness of learning

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks. The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)

discussing strategies to facilitate and improve workplace learning

sharing with others the benefits of learning

providing feedback, recognition and rewards to team and individuals

Collecting, analysing and organising information (3)

assembling information about learning options

Planning and organising activities (3)

developing and implementing strategies to facilitate and promote learning

Working in a team (3)

gaining feedback from individuals and team members on learning needs and opportunities

Using mathematical ideas and techniques (2)

compiling data about learning arrangement

Solving problems (3)

resolving difficulties with competency development

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Using technology (2)

using technology to assist in the management of information and to promote learning

Innovation skills (3)

developing an innovative approach to the development of a learning culture to enhance business operations

Products that could be used as evidence include:

documentation produced in developing a workplace learning environment, such as:

- contribution to organisational policies and procedures
- procedures and policies for dealing with learning systems, and related codes of conduct
- evidence of actions taken to address information collection and retrieval
- evidence of actions taken to address methods of analysing information
- evidence of actions taken to develop and/or maintain a learning culture
- evidence of actions taken to address internal and external learning issues
- evidence of actions taken to address issues and problems within the work team
- evidence of advice and input into management decisions related to the work team and workplace learning
- learning and development plans for team members
- materials developed for coaching, mentoring and training
- induction programs developed and/or delivered
- reviews of people management
- records of people management lessons learned

Processes that could be used as evidence include:

how workplace learning activities were developed and managed

how work was allocated within work team, and rationale for allocations

how learning plans were developed

how team members have been encouraged to participate in learning opportunities

how procedures have been designed to ensure that individual learning and development pathways were developed and implemented

how liaison with training and development specialists has occurred, especially in regard to ongoing improvement

how team members were encouraged to assess their own competencies and to identify own learning and development needs

how workplace achievement has been recognised

how input and advice was provided to management and stakeholders in relation to the benefits of learning and development

how learning and development records have been documented and stored

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how performance management processes were reviewed and evaluated, and improvements identified, reported and acted upon

Resource implications for assessment include:

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

that this unit can be assessed in the workplace or in a closely simulated work environment

that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment

that examples of actions taken by the candidate to develop a workplace learning environment are provided

Integrated competency assessment means:

that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

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- structured learning

- problem identification and resolution

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- leadership
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management of relationships to achieve a learning environment

strategies that contribute to the elimination of discrimination/bias

Required skills and attributes include:

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communication skills to:

- encourage colleagues to share their knowledge and skills
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- deal with people openly and fairly
- use consultation skills effectively

skills to facilitate, promote and monitor learning:

- identifying learning needs
- developing learning plans
- selecting and using work activities to create learning opportunities
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Planning and organising activities (3)

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Working in a team (3)

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Using mathematical ideas and techniques (2)

compiling data about learning arrangement

Solving problems (3)

resolving difficulties with competency development

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Processes that could be used as evidence include:

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how work was allocated within work team, and rationale for allocations

how learning plans were developed

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how liaison with training and development specialists has occurred, especially in regard to ongoing improvement

how team members were encouraged to assess their own competencies and to identify own learning and development needs

how workplace achievement has been recognised

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how learning and development records have been documented and stored

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Integrated competency assessment means:

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Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace may include:

award and enterprise agreements and relevant industrial instruments

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relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination

relevant industry codes of practice

OHS considerations may include:

knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans

OHS practice as an ethical standard and legislative requirement

training of all employees in health and safety procedures

regular updating and reviewing of procedures, records and systems

inclusion of OHS requirements in the planning process

inclusion of OHS in learning plans

adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Learning opportunities may include:

structured learning activities conducted outside and within the workplace such as:

- training through an RTO leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment, for example through a traineeship or New Apprenticeship
- accredited training through an independent organisation such as a State OHS authority
- workshops
- short courses
- action learning

workplace learning activities, that may also contribute to a recognised credential, such as:

- induction
- mentoring
- coaching
- shadowing
- exchange/rotation

Learning needs may include:

gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks

developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles

Learning plans may include:

team competencies

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team roles and responsibilities

performance standards

work outputs and processes

Key Performance Indicators (KPI)

codes of conduct

OHS requirements

negotiated agreement with individual

Diversity of needs may include:

learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches

Training and development specialists may be:

internal or external

Encourage a learning culture may refer to:

encouraging learning and sharing of skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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relevant industry codes of practice

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Unit Sector(s)

Not applicable.

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PSPPA601A Manage public affairs

Modification History

PSPPA601A Release 2: Layout adjusted. No changes to content.

PSPPA601A Release 1: Primary release.

Unit Descriptor

This unit covers management of public affairs including crisis management and high-profile events. It includes contributing to public affairs scope and direction, planning and managing a public affairs program, developing crisis management communication strategies, and handling high-profile events.

In practice, managing public affairs may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, using complex communication strategies, providing leadership, etc.

This is a new unit of competency, added to the *Public Affairs* Competency field of the Training Package in 2004.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills..

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the

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competency. Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to public affairs scope and direction	1.1 An ***environmental scan*** is conducted to identify public affairs issues and needs for the organisation. 1.2 Target audiences for public affairs action are identified in accordance with organisational requirements. 1.3 Public affairs objectives and programs are developed in line with the organisation's business and strategic plans. 1.4 Criteria and measures are developed for assessing objectives. 1.5 ***Resourcing*** requirements are identified and the scope of public affairs activities is negotiated in accordance with organisational priorities and resource constraints.
2. Plan and manage public affairs program	2.1 An operational plan is developed for public affairs to integrate strategies and coordinate communications and activities. 2.2 Schedules are developed for communications and activities that are flexible enough to provide for contingencies and emerging issues. 2.3 Responsibilities and accountabilities are defined, and reporting requirements and benchmarks are identified for monitoring the program. 2.4 Public affairs program is implemented and monitored to ensure progress or to make changes to achieve the program objectives. 2.5 Results are evaluated in terms of media coverage, penetration and desired audience response, reasons for variations are identified and changes are made to improve results.
3. Develop crisis management communication strategies	3.1 Organisational activities and operations are assessed to identify potential crisis factors and evaluate risk management strategies. 3.2 The composition of a crisis communication team is explored and determined in terms of required ***specialist knowledge and guidance***. 3.3 Training needs for potential spokespersons are identified and media training is organised in accordance with organisational policy and procedures. 3.4 ***Individuals and groups*** who must be contacted in crisis situations are identified, lines of communication are established and their involvement/role/responsibilities confirmed. 3.5 Crisis management action plan is developed and submitted for approval to document crisis management communication

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ELEMENT	PERFORMANCE CRITERIA
	strategies and protocols, including ***post-crisis communication***.
4. Handle high-profile events	4.1 Public affairs strategic planning is undertaken for ***high-profile events*** in accordance with organisational requirements.
	4.2 Outside groups, partners, the media and business are involved in sponsoring/supporting special events as required.
	4.3 Protocol standards are applied and explained to others as required to ensure a positive organisational outcome from high-profile events.
	4.4 The involvement of managers, staff and government representatives in high-profile events is overseen and supported in accordance with organisational policy and procedures.
	4.5 Speeches and statements for management and other officials are prepared for special events or in times of crisis.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to public affairs
- planning and setting objectives
- undertaking strategy development
- establishing and maintaining relationships inside and outside the organisation
- communication including consulting, negotiating and liaising with diverse groups
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and the environment in the context of public affairs

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to public affairs
- public affairs capability and how this relates to organisational objectives
- event management
- requirements of crisis management communication strategies
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and the environment in the context of public affairs

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC601B Maintain and enhance confidence in public service

PSPGOV601B Apply government systems

PSPGOV605A Persuade and influence opinion

PSPGOV606A Prepare high-level/sensitive written materials

PSPMNGT605B Manage diversity

PSPMNGT608B Manage risk

PSPMNGT609B Formulate business strategies

PSPLEGN601B Manage compliance with legislation in the public sector

PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- managing public affairs in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public affairs
- examples of crisis situations and high-profile events
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing public affairs

Where and how to

Valid assessment of this unit requires:

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assess evidence	• a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing public affairs, including coping with difficulties, irregularities and breakdowns in routine • managing public affairs in a range of (3 or more) contexts (or occasions, over time) Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: • people with disabilities • people from culturally and linguistically diverse backgrounds • Aboriginal and Torres Strait Islander people • women • young people • older people • people in rural and remote locations Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: • case studies • portfolios • projects • questioning • scenarios • authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Environmental scan may include:	• corporate strategy • strategic and operational objectives • range of products and services

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	• operating environment • previous public affairs programs and their effectiveness
Resourcing may include:	• human resources • financial resources • physical resources such as equipment • outsourced expertise • contingency provisions
Specialist knowledge and guidance may include:	• legal aspects • technical aspects • security • industrial relations • management • occupational health and safety • emergency management
Individuals and groups may include:	• Minister's office • police • emergency services • employees • clients • media • public
Post-crisis communication strategies may include:	• cooperation with investigators • debriefing employees • thanking organisations and individuals who assisted in the crisis • information on changes to prevent or avoid the crisis recurring • strategies to re-build the organisation's image
High-profile events may include	• special events • unforeseen incidents • disasters • times of crisis

Unit Sector(s)

Not applicable.

Competency field

Public Affairs.

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AHCBIO601A Plan and oversee an emergency disease or plant pest control program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers planning and overseeing an emergency disease or plant pest control program according to the relevant standards and protocols provided in a national response plan and defines the work practices required to: plan for contingencies; plan, oversee and monitor a response to an emergency disease or plant pest incursion; build, maintain and motivate a team in response to an emergency disease or plant pest incursion; prioritise allocation of resources; implement best options for problem solving based on risk assessment.

Application of the Unit

Application of the unit	This unit applies to the planning and management of an emergency response to a disease or plant pest outbreak.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan emergency disease or plant pest control program	1.1. Effective strategies to control emergency disease or plant pest are identified to support the emergency disease or plant pest control. 1.2. All components of emergency disease or plant pest control program comply with relevant standards and protocols, jurisdiction's nationally approved response plan, relevant state/territory and commonwealth legislation, and emergency management principles. 1.3. Expert advice is sought and used to identify source of emergency disease or plant pest and gauge its likely spread. 1.4. Declared areas are identified in line with expert advice and available evidence of presence of emergency disease or plant pest. 1.5. Plans are developed to effectively and efficiently control emergency disease or plant pest. 1.6. Plans are submitted to appropriate authorities for approval. 1.7. Likely developments and consequences of emergency disease or plant pest outbreak are identified and appropriate personnel are advised according to established lines of command and control.
2. Oversee emergency disease or plant pest control program	2.1. Emergency disease or plant pest control plans are implemented and monitored. 2.2. Information recording and dissemination are

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ELEMENT	PERFORMANCE CRITERIA
	monitored to ensure compliance with standards and protocols. 2.3. Reports are sent, received and acted upon according to relevant standards and protocols. 2.4. Relevant organisations/agencies and personnel are briefed in relation to management of emergency disease or plant pest.
3. Monitor and review the emergency disease or plant pest control program	3.1. Emergency disease or plant pest control strategies are monitored continually to ensure that they are achieving the intended outcomes. 3.2. Emergency disease or plant pest control plans are amended as appropriate in line with expert advice, standards and protocols. 3.3. Resource requirements are monitored continually to ensure strategies are achieved.
4. Revise emergency disease or plant pest control program	4.1. Emergency disease or plant pest control strategies and/or plans are revised as required. Changes to emergency disease or plant pest control strategies are communicated to appropriate personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• accessing relevant standards and protocols such as Australian Veterinary Emergency Plan (AUSVETPLAN) or Australian Emergency Plant Pest Response Plan (PLANTPLAN) to determine requirements for a specific emergency disease or plant pest response • demonstrating flexibility by modifying priorities and procedures in response to new findings • developing briefing materials for use by others to communicate sensitive and complex information in an appropriate manner • making effective judgements to achieve a balance of taking authority and delegating appropriately • managing a team of people under stressful conditions • managing collection, analysis and dissemination of data to guide the ongoing

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REQUIRED SKILLS AND KNOWLEDGE
emergency disease or plant pest response • operating effectively under stress while performing tasks requiring high-level problem solving and decision making • preparing or commissioning a detailed plan to manage an emergency disease or plant pest response, including identifying an outbreak of the emergency disease or plant pest, monitoring its presence, investigating its source and pattern of infection, estimating its likely spread and implementing measures and planning procedures for its control or eradication • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• detailed knowledge of relevant state, territory and commonwealth Acts of parliament with respect to emergency disease or plant pest control, emergency powers and notification of appropriate authorities • extensive knowledge of emergency disease or plant pest control strategies for emergency disease or plant pest situations • extensive knowledge of standards and protocols, such as AUSVETPLAN or PLANTPLAN • extensive knowledge of where to source technical information and/or expert advice and expertise to effectively manage an emergency disease or plant pest incursion • knowledge of common reactions and behaviours under stress • knowledge of relevant public sector policies, practices and constraints in relation to emergency disease or plant pest management • knowledge of occupational health and safety requirements, particularly when managing personnel in an emergency under stressful conditions.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency is demonstrated in this standard if the candidate is able to: • plan for contingencies • plan, oversee and monitor a response to an emergency disease or plant pest incursion • build, maintain and motivate a team in response to an emergency disease or plant pest incursion • prioritise allocation of resources • implement best options for problem solving based on risk assessment.
Context of and specific resources for assessment	For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to plan and oversee an emergency disease or plant pest control program. The candidate must also have access to a functioning control centre, or a control centre established for an emergency disease or plant pest response simulation exercise.
Method of assessment	Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in an emergency disease or plant pest response simulation exercise or in responses to an emergency disease or plant pest incursion.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to plan and oversee an emergency disease or plant pest control program must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events. For example, this could include work within control centres established for other emergency diseases or plant pest incursions.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Strategies to control the emergency disease or plant pest may include:	• application of plant pesticides • cleaning and decontamination • collecting samples • commonwealth, state, territory and industry response agreements • destruction • disinfestation • disposal • emergency management approach • epidemiological assessments • movement control • quarantine • tracing and surveillance • vaccination • vector control • whole of government approach • wild animal control measures

Emergency diseases or plant pests may include:	• diseases that may affect animals, fish and other marine animals including:
	  • disease that is exotic to Australia
	  • serious infectious disease of unknown or uncertain cause
	  • variant of an endemic disease
	  • severe outbreak of a known endemic disease that is considered to be of national significance with serious social or trade implications
	  • species, biotype or strain of invertebrate pest or pathogen injurious to plants or plant health.

Relevant standards and protocols may include:	• directions from state control headquarters • emergency disease or plant pest response agreements such as: • Emergency Animal Disease Response Agreement (EADRA) • Emergency Plant Pest Response Deed

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RANGE STATEMENT	
	(EPPRD) • emergency disease or plant pest specific guidelines and manuals included in the relevant national response plan such as AUSVETPLAN and PLANTPLAN • emergency management principles • standard operating procedures • state and territory legislation defining legal powers in an emergency disease or plant pest incursion • state response plans.
Declared areas may include:	• areas in which defined conditions apply to the access or egress of specified plants, animals, fish and other marine animals or things • control areas • dangerous contact premises and suspect premises • infected premises • quarantine premises • restricted areas • stand still areas • any other areas declared.
Information recording and dissemination requirements may include:	• electronic systems • mapping systems • message systems, including: • records of conversation • telephone messages • task requests • event logs • record keeping systems.
Relevant organisations may include:	• community organisations • industry organisations • local, commonwealth and state or territory government agencies, including emergency service organisations • whole of government.

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Unit Sector(s)

Unit sector	Biosecurity

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBIO502A Manage the implementation of an emergency disease or plant pest control program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers management and implementation of an emergency disease or plant pest control program and defines the standard required to: direct and monitor activities of one or more operational units; source resources; work effectively under stressful conditions; apply approved standards and protocols for emergency disease or plant pest control within a specific area; provide accurate and detailed reports to appropriate authorities.

Application of the Unit

Application of the unit	This unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate emergency disease or plant pest control program	1.1. Control procedures needed to manage an infection or infestation are identified, sourced or developed according to standards, protocols and situational variables. 1.2. Operational plans are developed for own area of responsibility. 1.3. Contributions are made as required to other plans and strategies. 1.4. Resources required to control or eradicate emergency disease or plant pest are sourced.
2. Direct implementation of emergency disease or plant pest control procedures	2.1. Implementation of emergency disease or plant pest control plan and procedures is managed according to operational plan, other specified guidelines and situational variables. 2.2. Reports on progress of emergency disease or plant pest control are disseminated as required. 2.3. Relevant management systems are implemented, and confirmed as functioning and available as required.
3. Monitor emergency disease or plant pest control procedures	3.1. Emergency disease or plant pest status of properties is monitored in line with relevant guidelines and operational or control plan. 3.2. Appropriateness and effectiveness of emergency disease or plant pest control procedures being used are monitored.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Resource expenditure and availability are monitored to ensure adequacy for job. 3.4. Effectiveness of emergency disease or plant pest control information management system is monitored.
4. Review emergency disease or plant pest control program	4.1. Emergency disease or plant pest control operational plans and procedures are reviewed and revised. 4.2. Emergency disease or plant pest control information management procedures are revised as appropriate to ensure a complete set of records. 4.3. Where required, resources are reallocated or acquired.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- accessing standards and protocols such as Australian Veterinary Emergency Plan (AUSVETPLAN) or Australian Emergency Plant Pest Response Plan (PLANTPLAN) to interpret and determine requirements for implementing specific emergency animal disease or plant pest control programs
- collating, interpreting and analysing relevant information
- operating effectively under stress in tasks involving high-level problem solving and decision making
- managing people under stressful conditions
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• application of emergency management principles when implementing an emergency disease or plant pest control program • common reactions and behaviours of people working under stressful conditions • occupational health and safety requirements, particularly for use of chemicals, specific control procedures and managing personnel under emergency conditions • relevant public sector policies, practices and constraints in relation to emergency disease or plant pest management • relevant standards and protocols, such as AUSVETPLAN or PLANTPLAN • requirements of relevant commonwealth, state and territory legislation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances. Competency requires the application of work practices under work conditions. • direct and monitor activities of one or more operational units • source resources • work effectively under stressful conditions • apply approved standards and protocols for emergency disease or plant pest control within a specific area • provide accurate and detailed reports to appropriate authorities.
Context of and specific resources for assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to manage the implementation of an emergency disease or plant pest control program.

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EVIDENCE GUIDE	
	The candidate must also have access to a functioning emergency disease or plant pest control centre, or a control centre established for an emergency disease or plant pest response simulation exercise.
Method of assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to manage the implementation of an emergency disease or plant pest control program. The candidate must also have access to a functioning emergency disease or plant pest control centre, or a control centre established for an emergency disease or plant pest response simulation exercise.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to manage the implementation of an emergency disease or plant pest control program must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events. For example, this could include work within control centres established to deal with a range of different emergency disease or plant pest incursion responses.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Relevant standards and protocols may include:	• approved standard operating procedures • emergency disease or plant pest specific guidelines such as AUSVETPLAN or PLANTPLAN • jurisdiction's approved response plan • state and territory legislation defining legal

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RANGE STATEMENT	
	powers in an emergency disease or plant pest situation • other relevant guidelines for handling an emergency disease or plant pest.

Emergency diseases or plant pests include:	• disease that may affect animals, fish and other marine animals including:
	  • disease that is exotic to Australia
	  • serious infectious disease of unknown or uncertain cause
	  • severe outbreak of a known endemic disease that is considered to be of national significance with serious social or trade implications
	  • variant of an endemic disease
	• species, biotype or strain of invertebrate pest or pathogen injurious to plants or plant health.

Emergency disease or plant pest control procedures may include:	• cleaning and decontaminating • collecting samples • destruction • disposal • epidemiological assessments • movement control • permits • quarantine • surveillance • tracing • vaccination • vector control measures • wild animal control measures.
Formats that may be used for reports include:	• electronic • paper-based.
Management systems may include:	• electronic • paper-based.

Unit Sector(s)

Unit sector	Biosecurity

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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PUAEMR020A Design activities which exercise elements of emergency management arrangements

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to design, review and/or improve activities which exercise elements of emergency management arrangements.

Designing and improving these activities may be based on evaluations from operations, exercise outcomes, organisational requirements and arrangements, individual feedback and strategic objectives.

Application of the Unit

Application of the Unit

The application of this unit would inform roles and responsibilities of individuals responsible for the design of emergency management activities which exercise elements of emergency management arrangements. The requirements for the testing of emergency management arrangements may be driven by multiple legislative, organisational policy or incident contexts.

Applicable roles and jobs may involve emergency management, business continuity, risk management, emergency services liaison and event management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

Employability Skills This unit contains employability skills.

Pre-requisite Unit/s Nil

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Determine exercise objectives and outcomes**	1.1 Need for exercise is identified in consultation with ***stakeholders***
	1.2 ***Exerciseobjectives and outcomes*** that meet the identified needs are determined
	1.3 Areas of ***focusfor exercise activities*** are determined, based on operational outcomes, results of training needs/outcomes, previous exercises and evaluation
2. **Design and plan exercise activities**	2.1 ***Planning team*** is established and organised
	2.2 Meetings are held, agreements and decisions are made and outcomes are communicated to relevant people
	2.3 ***Componentsof the exercise program*** are identified, developed and documented in the exercise plan
	2.4 Exercise style and ***activities*** consistent with exercise objectives are selected in consultation with stakeholders
	2.5 ***Design planning processes*** are undertaken to meet exercise objectives and components

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Exercise ***activity documentation*** is constructed
3. **Assess exercise activity risks**	3.1 Risk and safety considerations are included in planning process 3.2 Activities which mitigate/reduce risks associated with conducting exercise activities are designed and included 3.3 Exercise contingency plan based on risk assessment is prepared
4. **Plan resource allocation**	4.1 ***Resources*** to support exercise are identified and secured 4.2 Exercise host is identified and commitment to achieving exercise objectives and outcomes is negotiated and secured 4.3 Appropriate authorisation for use of resources is determined 4.4 Availability and timeframes for use of resources is negotiated and approved with appropriate authorities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate in a group setting
- liaise and communicate with other agencies
- make informed recommendations for improvement
- negotiate with stakeholders
- plan and deliver briefings and debriefings
- provide feedback

Required Knowledge

- consultation

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REQUIRED SKILLS AND KNOWLEDGE

- emergency management concepts and principles
- incident management principles
- legislative and regulatory arrangements relative to emergency management
- organisational policies and procedures (such as legislation relevant to the operation/ incident/response; legislation relevant to the organisation; operational, corporate and strategic plans; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- problem solving and decision making techniques
- project management principles
- state/territory and agency plans and procedures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • bring together an effective exercise design and planning team • facilitate the construction of realistic, meaningful and safe activities. **Consistency in performance** Competency should be demonstrated over time in a range of activity contexts including multi-agency incidents of varying complexity.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed on-the-job or in a simulated workplace environment. **Specific resources for assessment** Access is required to:

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EVIDENCE GUIDE

	• resources relevant to the exercise activities.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include	Client groups Community groups/members Industry groups Media Members of the public Politicians Public and private sector organisations Recovery organisations Staff

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RANGE STATEMENT

	Volunteers
Exercise objectives and outcomes may include	Assessing and demonstrating the capability of individuals/teams and systems/arrangements
	Assessing system/s performance
	Auditing performance
	Education
	Enhanced emergency management arrangements
	Evaluating emergency management plans
	Evaluating individuals/teams/facilities/systems
	Evaluating risk treatment strategies
	Exploring issues
	Improving team cohesion
	Meeting legislative and/or state/territory requirements
	Promoting awareness
	Testing effectiveness/efficiency of emergency management plans/arrangements
	Validating training outcomes
Focus for exercise activities may include	Improving systems/arrangements
	Learning of participants
	Developing/training participants
	Sharing information
	Testing systems/arrangement/facilities/competency of individuals/teams
Planning team must include	Appropriately qualified and experienced members and stakeholders
Components of the exercise program must include	Activity plan
	Authorities
	Budget
	Code name
	Complexity of exercise plan
	Debrief
	Evaluation/assessment plan

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RANGE STATEMENT

	Evidence collection tools/templates
	Location
	Objectives and outcomes
	Responsible authority
	Safety
	Schedule
	Scope
Activities may include	Case studies
	Discussion exercises
	Distributed interactive software
	Field exercises
	Functional centre exercises (specific task environments within the workplace)
	Multimedia
	Role plays
	Scenario analyses
	Scenario storylines including general and special ideas
	Simulation exercises
	Tactical exercise without troops (TEWT)
Design planning processes may include	Assessment and performance criteria
	Briefings and debriefings
	Contingency plan
	Design of activity
	Determination of activity management structure
	Developing documentation
	Issuing notification
	Identifying and reducing risks
	Identifying and securing resources
	Meetings
	Reviewing key performance indicators
	Scoping of agencies participating and the level at which they are participating

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RANGE STATEMENT

	Seasonal weather consideration
	Time and length of exercise activities
Activity documentation may include	Activity inputs (general idea)
	Activity notification
	Activity management checklists
	Assessor documentation
	Evaluation checklist
	Evidence collection templates
	Exercise injects
	General instruction
	Incident action plans
	Meeting details
	Risk assessments
	Risk action plans
	Safety instructions
	Special idea
	Specific inputs
	Timetable/schedule of events
	Umpire documentation
Resources may include	Activity communications
	Agency guidelines/instructions
	Catering
	Equipment
	Exercise facilitator
	Exercise management team
	Facilities
	Finance
	First aid personnel
	Guest/specialist speaker
	Medical supplies and personnel
	Personnel
	Presenter

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RANGE STATEMENT

Responders or victims with experience of an emergency
Response guide
Safety advisor
Transport
Volunteers
Welfare

Unit Sector(s)

Not applicable.

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BSBCON601A Develop and maintain business continuity plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work within the business continuity framework to develop and implement business continuity plans in order for an organisation to manage risk and ensure business resilience when faced with a disruptive event. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit is for individuals working in positions of authority who are approved to implement change across the division, business area, program area or project area. This unit addresses the knowledge and processes necessary to develop and maintain business continuity requirements. Business continuity awareness and planning help the organisation to identify barriers and/or interruptions, and to determine how the organisation will achieve critical business objectives (even at diminished capacity) until full functionality is restored. The focus is on risk and vulnerability assessment, business impact assessments, and business continuity and communication plans.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Conduct risk and vulnerability assessments	1.1. Identify the relationship between ***corporate risk*** and the ***organisation's*** business continuity management framework 1.2. Analyse and determine internal and external ***risk*** context by collecting information that relates to the organisation's priorities, operations and environment 1.3. Analyse and identify potential internal and external sources of disruption to the organisation's priorities, operations and environment
2. Develop and report on	2.1. Identify the organisation's ***critical business***

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ELEMENT	PERFORMANCE CRITERIA
the business impact assessment/s	***functions*** and their ***dependencies*** and ***interdependencies***, and analyse and evaluate risks through the ***business impact assessment/s*** 2.2. Develop risk and disruption scenarios through the business impact assessment/s 2.3. Validate risk and ***disruption scenarios*** through the business impact assessment/s 2.4. Analyse, validate and report on the outcomes of the business impact assessment/s to ***management***
3. Develop, implement and report on risk treatments	3.1. Develop and implement risk treatments 3.2. Participate in ***risk treatment*** review 3.3. Report on risk treatment review to management and relevant appropriate personnel 3.4. Update risk treatment review in line with feedback provided by relevant personnel
4. Determine interdependencies and develop response strategies	4.1. Develop the organisation's ***emergency response***, ***continuity and recovery strategies*** 4.2. Consult and seek endorsement on the organisation's emergency response, continuity and recovery strategies from management and other appropriate personnel 4.3. Identify and manage synergies and conflicts in ***resource*** availability and access in conjunction with management 4.4. Coordinate the organisation's emergency response, continuity and recovery strategies
5. Establish the business continuity plan	5.1. Consult relevant personnel and seek support for the development of the organisation's ***business continuity plan/s*** 5.2. Ensure content of business continuity plan is comprehensive and meets, where applicable, the requirements of regulations, standards, industry practice and geographical dispersion 5.3. Document and analyse feedback received through consultation and finalise business continuity plan 5.4. Demonstrate accountability for the organisation's business continuity plan/s
6. Establish the communication plan within the organisation's	6.1. Identify ***stakeholders*** and determine objective and scope of ***communication plan*** for periods before, during and after disruptions occur 6.2. Determine organisation's communication

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ELEMENT	PERFORMANCE CRITERIA
planning framework	capabilities in line with objectives and scope, and identify gaps and options for meeting shortfalls 6.3. Develop and implement across the organisation, appropriate risk and incident monitoring, reporting and escalation processes
7. Deliver business continuity professional development activities	7.1. Promote the application of the business continuity management framework and plan to all relevant personnel on an ongoing basis 7.2. Provide staff with appropriate information relating to the cyclical review process of the business continuity management plan 7.3. Conduct business continuity management plan ***exercises*** in line with the organisation's policies and procedures 7.4. Conduct post exercise debriefs, complete post exercise reviews and update business continuity strategies and plans as required 7.5. Manage and record staff learning and development in relation to the business continuity management framework in accordance with organisational requirements, and framework policies and procedures 7.6. Report on the outcomes of staff learning and development, and business continuity framework exercises to relevant personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• analytical skills to analyse relevant workplace information and data, and to make observations and connections between workplace tasks and interactions in relation to people, activities, equipment, environment and systems
• communication, teamwork and leadership skills to:
  • read and interpret an organisation's reports, policies and procedures in order to develop business continuity management plan/s
  • effectively communicate and work with a diverse range of individuals at all levels during and after a disruptive event

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REQUIRED SKILLS AND KNOWLEDGE
• effectively negotiate the trust and confidence of colleagues and stakeholders • effectively undertake detailed business impact assessment activities across the spectrum of the organisation's stakeholders • information technology skills to effectively respond to information technology issues • initiative and enterprise skills to generate a range of options in response to a disruptive event • planning and organisational skills to participate in or to establish the organisation's improvement and planning processes • presentation skills to develop and present reports or presentations that deal with complex ideas and concepts, and to articulate information and ideas clearly • research skills to undertake the necessary background research for risk and vulnerability assessment, business impact assessment and business continuity plan • risk management and project planning skills to effectively develop and execute potentially complex business continuity planning strategies and plans • stress management skills to work effectively and positively under the pressure of a major incident or situation within the workplace.
Required knowledge
• Australian/New Zealand Standard AS/NZS 4360:2004Risk Management • Australian/New Zealand Standard HandbookAS/NZS HB221:2004 Business Continuity Management • organisation's policies and procedures, including business continuity strategies • overall operations of the organisation, including existing data and information systems, paper and digital recordkeeping systems • past and current internal, external and industry disruptions • relevant legislation and regulations that impact on business continuity, such as OHS, environment, duty of care, contract, company, freedom of information, industrial relations, emergency management, privacy and confidentiality, due diligence, records management • types of available insurance, what is required and insurance providers in relation to business continuity planning • types of available recoverable services.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of the organisation's overall business continuity framework and how it interrelates with the critical business functions • development and implementation of a business continuity plan that includes appropriate links to emergency response, disaster recovery plans and detailed continuity and recovery strategies • effective management of the communication and staff development activities relating to business continuity risk and vulnerability assessment.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace business continuity documentation • access to feedback from teams and management.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the participant • work based projects or case studies • observation of presentations • oral or written questioning to assess knowledge of business continuity management framework and business continuity plans • review of documented critical success factors, and goals or objectives for area • review of risks prioritised for risk treatment and disruption scenarios • evaluation of business impact assessment • evaluation of business continuity and communication strategies and plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Corporate risk may include:	• electronic information security • espionage/commercial confidence/sensitivity breach • governance • insolvency • major fraud • professional negligence - threat of major legal action against directors
Organisations may include:	• commercial enterprises • community • government • non-commercial enterprises • not-for-profit • religious organisations
Risk may include:	• aeronautical • armed hold-up • biological • chemical • civil disturbance • disability/death of key person • economic • electronic • erosion • explosion • fire • fraud • hazardous materials • industrial accident • infrastructure failure • market failure • natural disaster • operational collapse - insolvency • pandemic

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RANGE STATEMENT	
	• pollution • privacy and confidentiality • radiological/nuclear • robbery and/or major vandalism • sabotage • structure failure • terrorism • transport accident • war • water • weather/climate change
Critical business functions may include:	• business objectives • customer service functions • financial systems • human resource functions • management • OHS • organisational structure • payroll • records management
Dependencies may include:	• office furniture • office supplies • personnel • support activities • systems and applications • vital records
Interdependencies may include:	• communications • outsourcer and third party suppliers • power • sanitation • security • transport • water
Business impact assessment/s may include:	• breach/reduction of customer service standards • cost/impact on existing and/or increased finance • escalating losses over time • impact of loss of business/resources • loss of revenue • potential fines/penalties/litigation costs • reputation/brand damage

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RANGE STATEMENT	
	• statutory/regulatory breaches
Disruption scenarios may include:	• damage to/loss of critical infrastructure • information and intelligence - unavailable • equipment and other assets - unavailable • litigation • loss of access to building • loss of access to precinct • loss of access to records and organisational information systems • loss of building • loss of communications - voice • loss of communicationsÂ - data • loss of distribution chain • loss of information technology systems • loss of number and availability of staff, including key staff • not meeting legal and business requirements • partnership dependencies - denial of access to goods and services from suppliers, outsourcers
Management may include:	• chief executive officer • company board • delegated business continuity management director/officer • department managers • directors • supervisors
Risk treatment may include:	• activating evacuation plan • activating lockdown procedures • activating workplace emergency management plan • personnel working from home • relocation of facilities • temporarily suspending activities • transferring activities
Emergency response strategies may include:	• contact lists to report incident/s • documentation/reporting/recording procedures • evacuation plan • location of evacuation assembly point • lock down procedures • names and responsibilities of wardens

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RANGE STATEMENT	
	• personnel instructions for evacuation • process for accounting personnel • workplace emergency management plan
Continuity strategies may include:	• action required to resume critical business activities to pre-disruption capacity • contact lists of critical personnel and stakeholders • counselling • critical business activities and prioritisation of when they can/need to resume • list of resources • relocation to alternative worksite • resource replacement • treatment for critical business activities
Recovery strategies may include:	• customer confidence/relationship management • damage assessment • market re-establishment • process for assessing loss and filing insurance claims • relocation of business to original location • salvage and restoration of records, infrastructure and premises
Resources may include:	• critical written and/or electronic records • emergency services • facilities and/or accommodation • finances • information technology infrastructure and applications management • insurance • personnel • plant and equipment • premises • telecommunications
Business continuity plan*/*s may include:	• introduction • organisational details • objectives • purpose • critical business functions • assumptions • processes

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RANGE STATEMENT	
	• activation and stand down • responsibility • version control and maintenance • operational requirements • critical success factors • interdependencies • outage times • compliance • people • structure • roles and responsibilities • contact details • continuity arrangements • accommodation • resources • workarounds and alternate solutions • continuity management tasks • communications • other plans • checklists • maps and drawings
Stakeholders may include:	• chief executive officer • company board • customers • directors • families/next-of-kin • funders • local community • media • personnel • professional bodies • shareholders • relevant government minister/s and department/s • regulators • sponsors • suppliers
Communication plan may include:	• accessibility • assumptions • audience

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RANGE STATEMENT	
	• boundaries • business continuity terminology • capability • equipment • hierarchical organisational chart of internal and external emergency services personnel/delegates • mode • monitoring procedures • radio silence • reporting and recording procedures • sensitivities
Exercises may include:	• drills • discussion exercises • modelling • planned walkthroughs • scenario planning and exercising • simulated exercises • testing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Continuity

Co-requisite units

Co-requisite units		

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Co-requisite units		

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NWP505B Implement and manage environmental management policies, plans, procedures and programs

Modification History

NWP505B Release 2: Layout adjusted. No changes to content.

NWP505B Release 1: Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to manage activities associated with the implementation and management of environmental management policies, plans, procedures and programs. The ability to consult with stakeholders effectively and interpret complex information is central to effective performance.

Application of the Unit

This unit supports the attainment of skills and knowledge required for managers with responsibility for environmental management within the organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Gather environmental management information.	1.1 Read, review and interpret the organisation's environmental policies and plans against ***current environmental legislation*** and perceived stakeholder attitudes and expectations. 1.2 Identify all stakeholders and their relationship with the enterprise and their impact on, or relationship with, policies and plans. 1.3 Identify the available resources to implement policies and plans. 1.4 Confirm responsibilities and authorities as outlined in the policies and plans. 1.5 Establish best practice procedures for the implementation of management plans.
2 Implement and monitor environmental policies and plans.	2.1 Develop and apply ***environmental management processes*** and workplace procedures to achieve policy and plan objectives and Performance Criteria. 2.2 Monitor the effectiveness of policies and plans against objectives, timelines and key performance indicators. 2.3 Audit environmental management processes and workplace procedures. 2.4 Review and modify processes and procedures to achieve policy and plan objectives.
3 Identify environmental impacts and assess risks.	3.1 Identify, quantify and report existing and potential events that may affect the environment. 3.2 Identify, quantify and report existing and potential environmental management risks. 3.3 Identify, quantify and report work activities that may cause harm to the environment according to enterprise procedures.
4 Implement and monitor the procedures for quantifying environmental impacts and controlling risks.	4.1 Implement work procedures to control risks or remedy damage. 4.2 Monitor risk control measures and report results according to workplace procedures. 4.3 Identify inadequacies in risk control measures, report to the appropriate authority and remedy according to organisational procedures. 4.4 Quantify and record environmental impacts according to legislative requirements and workplace procedures. 4.5 Report adverse environmental impacts and make recommendations to minimise the impacts according to enterprise and legislative requirements.
5 Implement and	5.1 Implement workplace procedures for managing incidents of

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ELEMENT	PERFORMANCE CRITERIA
monitor procedures for dealing with environmental incidents.	environmental significance or harm to ensure prompt control and remediation. 5.2 Investigate ***incidents of environmental impact*** to identify their cause according to investigation procedures or environmental audit requirements. 5.3 Implement control measures to prevent recurrence and minimise risks of events according to the environmental policy and plan. 5.4 Record and report incidences of environmental impact, significance or harm according to enterprise procedures and legislative requirements.
6 Maintain environmental records.	6.1 Accurately and legibly complete ***environmental management documentation*** for the work area according to workplace and legislative requirements. 6.2 Store environmental records for easy access and review according to the policy and plan requirements. 6.3 Regularly review and assess environmental records are to identify long term trends and impacts. 6.4 Report results of record reviews according to the policy and plan requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- applies relevant legislative requirements
- applies enterprise environmental policies
- consults and communicates with internal and external groups and/or individuals
- assesses environmental risks
- applies control procedures
- responds to emergencies
- manages records

Required knowledge:

- enterprise consultation processes
- economic systems and development needs
- enterprise emergency response requirements
- occupational health and safety legislation
- enterprise environmental policies

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- risk assessment procedures
- environmental risk control procedures
- relevant legislative requirements
- environmental legislation
- environmental management records

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The candidate should demonstrate the ability to manage activities associated with the implementation and management of environmental management policies, plans, procedures and programs including:

- gathering and interpreting information (including policies, procedures, legislation, Australian and New Zealand standards, best practice guidelines) relating to environmental management
- implementing environmental management plans in consultation with relevant stakeholders
- monitoring the effective implementation of environmental management plans
- assessing and managing risks
- taking effective steps to ensure the remediation of environmental problems or impacts
- collecting, recording, assessing and reporting data associated with the performance of the environmental management plan

Context of and specific resources for assessment

Access to the workplace and resources including:

- documentation that should normally be available in a water industry organisation
- relevant codes, standards, and government regulations

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

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Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice
- a decision of competence should only be made when the assessor has complete confidence in the person's competence over time and in various contexts
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit

Questioning will be undertaken in a manner appropriate to the skill levels of the operator, any cultural issues that may affect responses to the questions, and reflecting the requirements of the competency and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.

Current environmental legislation may include:	• relevant federal legislation • relevant state or territory legislation • relevant local government by-laws • relevant government and quasi government policies and regulations • relevant community planning and development agreements (e.g. land care agreements)
Environmental management	• minimisation of those factors that contribute to

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processes may include:	environmental degradation
	• minimisation, directly or indirectly, of the production of greenhouse gases. These contributing factors might include the:
	• minimisation of waste materials
	  • correct use of enterprise vehicles and machinery
	  • reuse or recycling of trade materials where possible
	  • overall reduction of energy usage through general awareness
	  • use of appropriate technologies
	• licensing agreements
	• the proper disposal of waste materials
	• restriction of burning off
	• correct handling of toxic substances
	• containment of chlorofluorocarbons and other hazardous substances

Incidents of environmental impact may include:	• emissions to air • releases to/of water • releases to land • disposal of waste • contamination of land • impact on communities • destruction of habitat • use of energy sources • waste generation processes and technologies • extraction of water • changes to water temperature • changes to water salinity • regulation of flow • land use
System adjustments may include:	• pH correction • dissolved oxygen levels • recirculation rates • chemical additives
Environmental management documentation may include:	• information on applicable environmental laws or other requirements • complaint records • training records • process information • process operational logbooks • inspection, maintenance and calibration records • relevant contractor and supplier information

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- incident reports
- information on emergency preparedness and response; records of significant environmental impacts
- audit results
- management reviews

Unit Sector(s)

Not applicable.

Competency field

Common.

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BSBMKG401B Profile the market

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a marketing team who are responsible for segmenting a target market to review alignment with organisational marketing objectives. This involves identifying viable market segments and profiling target consumers, and then defining the target market in more detail and developing strategies to position products and services. This unit is relevant to individuals working in a variety of marketing communications occupational roles, including advertising, direct marketing, promotional marketing, personal selling and public relations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Segment the market	1.1. Identify ***criteria*** for use in segmenting the market in accordance with the marketing plan 1.2. Identify and access ***sources of information for segmenting and profiling markets*** in accordance with the marketing plan 1.3. Segment the market in accordance with identified criteria 1.4. Review market segments for their usefulness in terms of factors such as their ***size***, ***potential***, ***distinctive needs***, ***easy identification of members*** or ***distinctive media use patterns*** 1.5. Select ***market segments*** to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify the target	2.1. Evaluate ***approaches*** to determining and describing

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ELEMENT	PERFORMANCE CRITERIA
market	the total market for a product or service 2.2. Define the target market in terms of the consumers to be included as ***prospective users*** of a product or service, and the selected market segments 2.3. Use ***segment descriptors*** to describe the target market 2.4. Identify available ***strategic marketing options*** and select ***targeting strategies*** that best meet the requirements of the marketing plan
3. Profile the target audience	3.1. Describe the total market and selected market segments in the form of a consumer profile 3.2. Identify consumer characteristics in ***standard statistical terms*** and/or the descriptive terms used in media selection in the consumer profile 3.3. Use ***demographic*** and/or ***psychographic descriptions*** in the consumer profile in accordance with the requirements of the marketing plan 3.4. Describe consumer attitudes to products or services being offered 3.5. Ensure profile meets organisational requirements in terms of language, format, content and level of detail
4. Develop a positioning strategy	4.1. Identify available ***positioning strategies*** and choose a strategy to meet ***marketing requirements*** and consumer profile 4.2. Write a positioning implementation plan containing several options, in accordance with organisational requirements 4.3. Submit plan to supervisor within specified time lines and make appropriate adjustments based on feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• creativity and innovation skills to select targeting and positioning strategies that meet organisation's requirements • culturally appropriate communication skills to relate to people from diverse

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REQUIRED SKILLS AND KNOWLEDGE

backgrounds and people with diverse abilities
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
  • Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • Free TV Australia Commercial Television Industry Code of Practice
  • privacy laws
  • sweepstakes regulations
  • Trade Practices Act
• literacy skills to prepare reports and to interpret internal and external marketing information
• research skills to identify and analyse market segments and target markets.

Required knowledge

• Australian Marketing Institute Code of Professional Conduct
• data collection and analysis techniques
• industry knowledge including:
  • components of the marketing mix
  • elements of marketing planning
• marketing communications concepts and processes
• organisational structures, roles, responsibilities, business and marketing plans
• product and service standards and best practice models
• relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination
• statistical terms used by the Australian Bureau of Statistics.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and	Evidence of the following is essential:

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace • access to information on past profiling, segmentation and targeting performed for a product or service.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit: • assessment of positioning implementation plan • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of the application of criteria to segment markets, selection of targeting strategies • oral or written questioning to assess knowledge and understanding • presentation of marketing profiling activities • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG507AInterpret market trends and developments.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Criteria may include:	• attitude • average order value in units and dollars • desired benefits • business characteristics • consumer needs • demographics • geography • lifestyle • lifetime value in units, dollars and number of transactions • product or service usage • psychographics • recency and frequency of response to direct marketing activities • social and cultural factors
Sources of information for segmenting and profiling markets may include:	• advertising sales representatives • existing research data • industry sources • media representatives • original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) • original response based research • owners or brokers of mail, email and phone lists • sales representatives • website operators
Usefulness in terms of ***size*** may include:	• segments which are large enough to justify the expense of creating distinctive offers and creative executions • small segments which are viable if telephone and email are used as communication media rather than other types of media
Potential may include:	• high response of market segment members to test campaigns • high response to previous campaigns by members of market segments

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RANGE STATEMENT	

Distinctive needs may include:	• specific price points
	• specific products or services
	• specific response vehicles such as:
	  • store visiting only
	  • website only response
	• specific timing of communications such as:
	  • day of week
	  • seasonality
	  • time of day

Easy identification of members may include:	• flags such as:
	  • postcode
	  • date of last purchase
	• geographical location of segment members, such as:
	  • city
	  • metropolitan region
	  • regional centre
	  • rural region
	  • state or territory
	• spending habits such as:
	  • one-off purchasers
	  • subscribers

Distinctive media use patterns may include:	• age • email use • ethnic language television, newspapers and radio • gender • internet use • mobile phone use • special interests
Selection of ***market segments*** may be contingent upon:	• expected frequency of purchase • expected lifetime as customers • expected volume of purchase • how efficiently segment members can be reached with targeted communications • one or more segments
Approaches may include:	• describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organisation

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RANGE STATEMENT	
	• describing total market in prospect terms as those most similar to current customers • identifying consumers with relevant needs • identifying current users of a product or service • identifying people with related characteristics
Prospective users may include:	• market segment users most similar to current customers

Segment descriptors may include:	• demographic descriptions
	• geographic descriptions
	• historic descriptions such as:
	  • volume of purchase
	  • frequency of purchase
	• psychographic descriptions

Strategic marketing options may include:	• advertising strategies such as:
	  • most cost effective creative executions
	  • most cost effective media or media vehicle for each segment
	  • most cost-effective media or media vehicle
	• distribution strategies such as:
	  • one-step
	  • multi-step
	• innovative strategies

Targeting strategies may include:	• anniversary of first purchase • concentrated, differentiated and mass strategies • de-duping prospect lists against customer lists • differentiation and segmentation • ease of entry • frequency of purchase • gender • geography of home or workplace • growth considerations • innovation • market share • media usage • niche markets • price sensitivity • purchasing power • recency of purchase • sales volume

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RANGE STATEMENT	

Standard statistical terms may include:	• categories used by the Australian Bureau of Statistics in collecting and reporting census data
	• media selection terms such as:
	  • behaviouristics
	  • demographics
	  • geo-demographic analysis of census data available from proprietary research suppliers
	  • geographic selections and segmentations

Demographic descriptions may include:	• age • date and place of birth • disability • education • first language • gender • household income • indigenous Australian • languages spoken at home • marital status • nationality • number and age of children • occupation
Psychographic descriptions may include:	• activities • affiliations • attitudes • interests • lifestyle • opinions • political views • values
Positioning strategies may include:	• competitive positioning • conspicuous positioning • convenience of use • convenience to buy • image perceptions • market follower positions • market leader positions • Me-Too positioning • prestige and exclusive positioning

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RANGE STATEMENT	
	• pricing • quality • repositioning • service positioning • uniqueness • value positioning
Marketing requirements may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes. The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Organise learning to use information or knowledge management system	1.1. Identify learning needs of ***relevant personnel*** and ***stakeholders*** for input into, and use of, ***an information or knowledge management system*** 1.2. Identify and secure human, financial and physical resources required for ***learning activities*** to use an information or knowledge management system 1.3. Organise and facilitate learning activities 1.4. Promote and support use of the system throughout the organisation 1.5. Monitor and document effectiveness of learning activities
2. Manage use of information or knowledge management system	2.1. Ensure implementation of ***policies and procedures for the information or knowledge management system*** are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Monitor integration and alignment with data and information systems 2.4. Collect information on achievement of ***performance measures*** 2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1. Analyse effectiveness of system and report on strengths and limitations of the system 3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3. Make recommendations for improvement to system, policy or work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
  - privacy and confidentiality legislation
  - freedom of information legislation
  - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
  - records management
  - information management
  - customer service
  - commercial confidentiality
- organisational operations, and existing data and information systems.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to system • access to system user feedback.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports reviewing and evaluating information or knowledge management systems • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of relevant organisational policies and procedures • review of identified learning needs personnel and stakeholders regarding the information or knowledge management system • evaluation of monitoring and documentation about the effectiveness of learning activities • analysis documentation reporting on the strengths and limitations of the system • review of recommendations made for improvements to the system, policy or work practices.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant personnel include:	• managers, leaders, supervisors and coordinators • owners • staff, team members and colleagues
Stakeholders include:	• clients and customers • employee representatives • funding bodies • industry, professional and trade associations • regulatory bodies and authorities • sponsors • tenderers, suppliers and contractors
Information or knowledge management is defined as:	• equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation
An information or knowledge management system:	• comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders
Learning activities include:	• coaching and mentoring programs • help desks • information sessions, briefings, workshops and training programs • paper-based or electronic (including intranet)

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RANGE STATEMENT	
	learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
Policies and procedures for the information or knowledge management system cover:	• complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
Performance measures include:	• key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBCMM401A Make a presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a presentation	1.1. Plan and document presentation approach and intended outcomes 1.2. Choose ***presentation strategies***, ***format and delivery methods*** that match the ***characteristics*** of the target audience, location, resources and personnel needed 1.3. Select ***presentation aids***, ***materials*** and ***techniques*** that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4. Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5. Select ***techniques to evaluate presentation effectiveness***
2. Deliver a presentation	2.1. Explain and discuss desired outcomes of the presentation with the target audience 2.2. Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3. Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4. Use persuasive communication techniques to secure audience interest 2.5. Provide opportunities for participants to seek

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ELEMENT	PERFORMANCE CRITERIA
	clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6. Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1. Implement ***techniques to review the effectiveness*** of the presentation 3.2. Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3. Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement
- literacy skills to prepare presentation information and to write in a range of styles for different target audiences.

Required knowledge

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety

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REQUIRED SKILLS AND KNOWLEDGE
• principles of effective communication • range of presentation aids and materials available to support presentations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest • knowledge of the principles of effective communication.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment, documentation and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of preparation, delivery and evaluation of a presentation • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • review of selected presentation aids, materials and techniques • review of briefing provided for others involved in the presentation • evaluation of techniques implemented to review the effectiveness of the presentation.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Presentation strategies may involve:	• case studies • demonstration • discussion • group and/or pair work • oral presentations • questioning • simulations and role-play
Presentation format and delivery methods may include:	• advertising copy • audio • direct marketing copy • individual presentation • public relations copy • scripts • storyboards • team presentation • verbal presentation • video • visuals
Characteristics may include:	• age • cultural and language background • educational background or general knowledge • gender • language, literacy and numeracy needs

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RANGE STATEMENT	
	• physical ability • previous experience with the topic
Presentation aids and materials may include:	• computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard

Presentation techniques may include:	• animation
	• comparative advertising
	• live action
	• music
	• signature elements such as:
	  • slogans
	  • logotypes
	  • packaging
	• sound effects
	• use of a guest speaker
	• use of black and white
	• use of colour
	• use of humour

Techniques to evaluate presentation effectiveness may include:	• action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involve in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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AHCCCF505A Contribute to regional planning process

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers contribution to a regional planning process and defines the standard required to: participate in panels and group discussion on the planning process; collect information on local land management issues and relate to economic, industry and social factors; submit views on natural resource management priorities and solutions; review draft plans in terms of impact on the local and wider region to identify deficiencies and propose solutions; participate in community consultation.

Application of the Unit

Application of the unit	This unit applies to those whose job role requires them to contribute to and assist in the regional planning process under the broad direction of technical specialists, facilitator and/or group and panels.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in panels and group discussion on the planning process	1.1. Natural resource management issues, economic and social factors, and potential solutions/directions are submitted to panels/groups for discussion. 1.2. Contributions to discussions and panels/groups are positive to assist panel/group to develop course of action and recommendations. 1.3. Contributions to discussions and panels and groups are structured to comply with legislative, program and agency requirements.
2. Collect data and background information	2.1. Information on local natural resource management issues is collected through monitoring and surveys conducted in conjunction with local groups, projects and programs. 2.2. Arrangements are made for additional data on natural resource management issues and associated economic, industry and social factors to be collected for input into analysis and the planning process.
3. Contribute to the plan	3.1. Local natural resource management issues are highlighted to the planning team for inclusion in planning considerations. 3.2. Relationship between local and wider issues is explored to submit views on natural resource management priorities and solutions. 3.3. Draft plans are reviewed in terms of impact on the local and wider region to identify deficiencies and propose solutions.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Participation in community consultation assists the facilitator/regional planner to obtain feedback on the draft plan. 3.5. Proposals for improvement to draft plans are based on natural resource management within relevant economic, industry and social contexts.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- interpret technical advice.
- research information.
- establish data collection processes.
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- local community including economic, industry and social factors.
- group development.
- natural resource management issues for local area/region.
- legislative, program and other requirements for regional plans and the planning process.
- regional planning concepts.
- natural resource management processes.
- consultation approaches.
- cross cultural and cultural factors relevant to social structures.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • participate in panels and group discussion on the planning process • collect information on local land management issues and relate to economic, industry and social factors • submit views on natural resource management priorities and solutions • review draft plans in terms of impact on the local and wider region to identify deficiencies and propose solutions • participate in community consultation.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Land management issues may include:	• damage to natural resources • activities or lack of activity causing ecosystems operating outside their natural states

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RANGE STATEMENT	
	• risk of damage and degradation to natural resources • restoration of degraded areas.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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PUAPRS20529B Manage marketing requirements

Modification History

Not applicable.

Unit Descriptor

This unit covers competency in managing the marketing of the entrepreneurial activities of the organisation.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate markets and organisation's capacity for service	1.1 Markets for existing or new service/product opportunities for the organisation are identified, researched and analysed for possible entry and/or development. 1.2 An audit of existing service capacities is undertaken to identify scope for increased service provision. 1.3 Preferred business profile is identified from business ***plans*** and other organisational documentation. 1.4 Economic, ***community environmental and political trends*** are assessed for relevance against the organisation's profile.
2. Develop marketing strategies and plans	2.1 Alternative and innovative ***marketing strategies*** for the organisation are identified and compared with existing systems. 2.2 Services and markets for the organisation are clearly identified from reliable information. 2.3 Marketing strategies incorporate suitable advice from qualified marketing professionals if required. 2.4 Marketing ***service organisations*** are identified and services accessed where appropriate. 2.5 Cost-effective plans are developed for services, ***promotional*** and pricing strategies. 2.6 Proposed service/product is tested to verify demand, strategies, cost and ability to deliver.
3. Implement marketing strategies	3.1 Suitable advertising and other promotional strategies are evaluated for cost-effectiveness. 3.2 Plans, schedules and targets are set for the introduction of new or improved services. 3.3 The organisation's marketing strategy and each employee's role and responsibility within it are communicated to relevant personnel. 3.4 Plans take into account the nature of the target client and business and seasonal cycles. 3.5 Planned measures are taken to educate clients in value-added services provided by the organisation. 3.6 Implementation is directed toward achieving outcomes defined in the marketing strategy.
4. Monitor marketing strategy	4.1 ***Evaluation criteria*** to assess the effectiveness of marketing are established. 4.2 Accurate records are kept against evaluation criteria

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ELEMENT	PERFORMANCE CRITERIA
	to enable reliable decisions on performance to be made.
	4.3 Marketing strategy is regularly adjusted in response to monitoring of performance.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- business negotiation
- written and verbal communication
- budgeting
- analytical skills applied market research and assessments
- planning and scheduling of monitoring activities
- presentation
- maintaining records or database
- research
- basic computer literacy including word processing

Required Knowledge

- marketing principles and practice
- performance evaluation measures
- competitor's strengths and weaknesses
- business planning process
- organisation's customer relations policies
- market conditions and forces

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Its is essential for this unit that competence be demonstrated in:

- demonstrated capacity to develop marketing strategy from given data and evaluate strategy
- demonstrated knowledge of a range of promotional strategies

Consistency in performance

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	Evidence is best obtained by citing a marketing strategy prepared for normal organisation operating conditions, including evidence of process followed
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment **Specific resources for assessment** No special requirements
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Marketing strategies may include:	• target markets by client group • location • core function • service type • internal and external clients

Promotional strategies may include:	• a combination of:
	  • pricing
	  • public relations
	  • image and presentation
	  • advertising
	  • community education
	  • involvement

Promotional plans take account of:	• objectives of the promotion • venue and location • duration • style and format of the promotion • technical equipment required • number of invitees • promotional materials • budget • control of invitations • staffing implications

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	• possible cooperative approaches with other organisations • organisation goals • mission • vision to ensure marketing profile • impact of government legislation on marketing functions
Plans may include:	• budgets • business plans • marketing plans
Service organisations may include:	• advertising agencies • marketing consultants • industry associations
Assessment of existing capacity may include:	• competency levels • geographic location • condition and type of facilities and equipment • current workloads • new technology
Community, environment, political trends may include:	• popular attitudes • stability • conservation • degree of knowledge • news coverage • security issues • crime trends
Evaluation criteria may include:	• volume of billed business • public response rates • cost per lead • conversion rates • surveys on attitudes • views of company

Unit Sector(s)

Not applicable.

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PUAFIR602B Manage the implementation of community safety strategies

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to establish and manage the implementation of a range of intervention strategies which can be used to reduce the risk to communities.

This unit resulted from the merger of Public Safety Units PUAEMR004B and PUAEMR005B.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite Unit/s PUAFIR509B Implement prevention strategies

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify prevention**, **preparedness**, **response and recovery strategies**	1.1 Characteristics of the ***risk*** are fully identified 1.2 Existing prevention, preparedness, response and recovery ***strategies*** are identified through research and stakeholder consultation 1.3 A range of potential prevention, preparedness, response and recovery strategies is identified through researching current best practice, alternative options, and seeking expert opinion
2. **Evaluate draft strategies**	2.1 Strategies are evaluated and limitations and impacts identified and communicated to ***stakeholders*** 2.2 Feedback on strategies is obtained from stakeholders and collated 2.3 Stakeholder needs are addressed and negotiated 2.4 Draft strategies are reviewed taking stakeholder feedback into account
3. **Select strategies**	3.1 Reviewed strategies are negotiated with stakeholders and agreement and commitment

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ELEMENT	PERFORMANCE CRITERIA
	obtained
	3.2 Strategies are documented according to ***organisational requirements***
	3.3 Strategies are submitted for approval in line with organisational policies, procedures and guidelines
4. **Communicate approved strategies**	4.1 Approved strategies are widely publicised to stakeholders and support gained
	4.2 ***Technologies*** and processes are selected which most effectively communicate the ***information***
5. **Organise the implementation of documented strategies**	5.1 Implementation strategies relevant to the risk are identified
	5.2 Actions required to implement the strategies are documented
	5.3 ***Action plans*** are developed to facilitate the implementation process
	5.4 Action plans are implemented with minimal conflict and disruption
6. **Review effectiveness of implemented strategies**	6.1 An implementation review process is established
	6.2 The effectiveness of the selected intervention strategies is reviewed as appropriate
	6.3 Implementation action plans are adjusted following the review process if required
	6.4 Any adjustments to the action plans are implemented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

resolve conflicts

define and anticipate implementation barriers

identify relevant stakeholders

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REQUIRED SKILLS AND KNOWLEDGE

establish communication networks

conduct needs analysis

negotiate with client groups and stakeholders

review procedures, action plans and strategies for implementation

use information technologies to communicate information

Required Knowledge

legislative and regulatory requirements relevant to emergency management

problem solving and decision making techniques

emergency management concepts and principles

techniques for the prioritisation and evaluation of Public Safety risk management systems

organisation's approval procedures

knowledge of current principles and practices to conduct activities which exercise elements of Public Safety management

risk management and models

problems likely to preclude the implementation of strategies

potential hazards and their consequences

planning theory and processes

benchmarking best practices in the implementation and review of management processes

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in: appropriate strategies selected and supported by the community implementation action plans are adopted by stakeholders implementation process is current to the community it

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EVIDENCE GUIDE

	protects **Consistency in performance** Evidence should be demonstrated over a period of time and in a range of contexts
Context of and specific resources for assessment	**Context of assessment** Evidence of competence in this unit should be collected in one or more actual situations or scenarios where there is the capacity to demonstrate the required evidence in a real or simulated environment in conjunction with portfolio evidence. Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to provide a real life environment and/or simulations based on real life incidents. These resources may involve complex scenarios sufficient to allow evidence to be gathered from a variety of sources and stakeholders on more than one occasion and over an extended period of time. Controlled access to organisational records and personnel may have significant cost implications for the staging of scenarios
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Organisational documentation may include	legislation, policies, corporate plans, guidelines, existing disaster plans, operational manuals, historic time series data

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RANGE STATEMENT

Community information may include	community information booklets, media, groups, municipalities, emergency service personnel
Communication strategies may include	meetings, letters, facsimile, electronic transmission of information, small group or individual verbal communication
Communicating to promote understanding may include	using plain English (or appropriate community language), avoidance of technical terminology and jargon, taking account of education levels, literacy levels, familiarity with technical terms, interpreter, community liaison officer
Legislative, regulatory and organisational requirements may include	environmental acts, safety standards, local government regulations, organisation's policy and procedures, coronial, inquests, royal commissions, commissions of inquiry
Sources of risk	commercial and legal relationships, economic, human behaviour, natural events, political circumstances, technology/technical issues, management activities and controls, individual activities, criminal activity
Stakeholders may include	career and volunteer personnel, client groups, members of the public, community groups, industry groups, public and private sector organisations, non-government organisations, Members of Parliament
Possible strategies may include	all aspects of comprehensive emergency management evolved from considering prevention/ mitigation, preparedness, response and recovery including safety standards, legislation and regulation, building codes, land use management, public education, emergency management planning, mutual aid agreements, training and exercises, warning systems, critical incident stress management, community restoration, mobilising resources, implementing plans, financial support, restoration and reconstruction, personal support and counselling
Monitoring and review of the planned process will include	the maintenance of equity, continued involvement of stakeholders, cost effectiveness of treatment, evaluation of effectiveness in terms of actual risk reduction, the evaluation of the need for the redefinition of policy, a feedback mechanism, consideration of change that takes place over time

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RANGE STATEMENT

Information technologies may include	computerised simulations
Action plans may include	aims and objectives of the strategy possible strategies to achieve objectives possible tactics to implement strategies resources required including their availability, limitations, contingencies and alternatives monitoring and evaluative procedures reporting requirements
Evaluation of strategies may include	determination of advantages, disadvantages, deficiencies and limitations

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAFIR508B Assess and evaluate a facility's fire_incident safety management systems in hazardous materials

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competence required to assess and evaluate a facility's fire/incident safety management systems for dangerous goods and/or hazardous substances.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUAFIR404B Inspect dangerous goods facilities

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Assess hazards of on-site materials**	1.1 On-site hazards are identified 1.2 Facility risk factors are determined 1.3 Potential incidents are identified 1.4 Factors which may contribute to loss of containment, control of, or fire involving ***hazardousmaterials*** are assessed
2. **Identify**, **determine and assess the likely consequence of the release on on-site materials** (**non-fire scenario**)	2.1 The range of dangerous goods releases is identified and assessed in accordance with the organisation's procedures 2.2 The ***consequence*** of each of the dangerous goods releases is identified and assessed in accordance with the organisation's procedures 2.3 The impact on the immediate area, personnel, property and the environment is identified in accordance with the organisation's procedures 2.4 The likelihood of the events occurring is determined in accordance with the organisation's procedures 2.5 Resources available to combat the release of on-site materials are identified and assessed
3. **Determine and assess the fire scenario** (**fire**, **chemical**, **gas release**) **involving hazardous**	3.1 The range of fire ***scenarios*** involving hazardous materials is identified in accordance with the organisation's procedures 3.2 The range of consequences of each scenario

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ELEMENT	PERFORMANCE CRITERIA
materials	involving hazardous materials is identified and assessed in accordance with the organisation's procedures
	3.3 Impact on the immediate area, personnel, property and the environment in the event of a hazardous materials fire is identified in accordance with the organisation's procedures
	3.4 The likelihood of a fire occurring is determined in accordance with the organisation's procedures
	3.5 Resources available for each fire are identified and assessed in accordance with the organisation's procedures
4. **Assess fire/incident and safety management systems and their performance**	4.1 ***Fire/incident and safety management systems*** including prevention, preparedness, response and ***recovery*** are identified
	4.2 Performance of fire/incident and safety management systems is assessed in accordance with relevant legislation, standards, codes of practice and performance based criteria
	4.3 Survivability of the systems is evaluated in accordance with the organisation's procedures Fire/incident and safety management system design assumptions and fire organisation's operations are assessed
	4.4 Recovery strategies are identified and assessed
5. **Report and recommend action**	5.1 Proposed or existing fire/incident and safety management systems are documented
	5.2 Evaluation of the fire/incident and safety management systems are recorded
	5.3 Recommendations for action to be taken and proposed upgrades to fire/incident and safety management systems are reported, documented and forwarded in accordance with the organisation's procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

inspect premises using risk based approach

interpret risk related documentation

prepare reports

Required Knowledge

consequence analysis

Hazard and Operability Studies (HAZOP)

risk analysis

fire safety studies

emergency shutdown systems

emergency response plans

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in: identification of hazardous materials assessment of hazardous materials identification, determination and assessment of the consequences of a release (fire and non-fire) assessment of performance of a fire/incident safety and management systems report writing **Consistency in performance** Evidence should be gathered over a period of time in a

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EVIDENCE GUIDE

	range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Evidence of competence may be demonstrated on the job or in a simulated workplace environment **Specific resources for assessment** Facility plans, documentation, fire safety study and access to a suitable facility for inspection
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazardous materials may include	any materials which, without adequate safeguards, may contaminate the environment, and/or threaten life or property dangerous goods, hazardous substances, or scheduled poisons, environmental pollutants and listed (prescribed) wastes
Information enabling the identification of hazardous materials must include	United Nations Numbers proper shipping names product names or trade names chemical names and Chemical Abstract Service Numbers dangerous goods class labels packing groups emergency information panels placarding storage manifests

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RANGE STATEMENT

	transport documents
Fire/incident safety systems must include	fire main system
	static water and pump sets
	fire sprinkler system
	cooling water system
	fire/flame detection and alarm system
	gas/vapour detection and alarm system
	communication system
	evacuation system
	fire suppression system
	smoke/ventilation control system
	passive fire protection
	explosion relief devices
	bunding
Safety systems may include	facility fire/incident response teams material handling systems
	facility work practices
	facility emergency procedures
	facility mutual aid agreements
	Australian and New Zealand Standards and Codes
Operation of these systems may include compliance with	Australian and New Zealand Standards and Codes
	NFPA Standard
	British/European Union Standard
	industry association specification
	manufacturer's specification
	system designer specification
	company/owner requirements
	NSW Planning Guidelines Advisory Paper No. 2 (Fire Safety Study)
	Factory Mutual System - Loss Prevention Data
Information about hazardous materials must	Emergency Response Guide Books
	HAZCHEM Code

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RANGE STATEMENT

be accessed from	NFPA Code
	European Marking ADR Hazardous Identification Numbers
	emergency procedures guides
	electronic databases
	HAZMAT Action Guides
	material safety data sheets
and may also include	safe storage and handling information cards
	technical advice
	Worksafe List of Hazardous Substances
Consequences of a release may include	vapour cloud formation and tracking
	ground water/watercourse contamination
	fauna/flora impact
	soil contamination
	effects on people
	effects on property
	atmospheric contamination
Consequences of a fire must include	heat flux contours
	explosive over pressure
	toxic smoke/water/air concentration
	direct flame impingement
	direct impact from debris
	potential for propagation/knock-on effect
	secondary incidents
	effects on people
	effects on property
Scenarios must include	leak into bunded/unbunded areas
	structural failure of storage vessels on part of manufacturing plant
	percussive unconfined vapour cloud explosion
	vapour cloud explosion
	boiling liquid expanding vapour explosion

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RANGE STATEMENT

	bund fires jet fires pool fires flash fires toxic vapour clouds vehicle fires
Recovery strategies may include	commercial mutual aid agreements fire organisation's resources working with government and non-government organisations contaminated fire water containment fire agency clean-up facility restoration hazardous waste disposal

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	PUAFIR506B Conduct an assessment of a building's performance based design

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PUAFIR506B Conduct an assessment of a building's performance based design

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor	This unit covers the competence required to assess a building's fire safety systems as determined against performance based design in accordance with the organisation's requirements.

Application of the Unit

Application of the Unit	The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package. This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s	PUAFIR403B Assess building plans PUAFIR507B Inspect building fire safety systems

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Conduct an assessment of a performance based design**	1.1 All components of the building's ***fire safety systems*** are identified as per the fire engineering design brief performance based design, building plans and associated documentation 1.2 All components of the fire safety systems are compared with appropriate standards, regulations and codes in accordance with the organisation's requirements 1.3 Fire safety system performance and maintenance requirements are compared with the appropriate standards, regulations and codes in accordance with the organisation's requirements 1.4 Fire Brigade intervention model is applied
2. **Report on the assessment of the fire safety systems to the appropriate authorities**	2.1 The results of the assessment of the fire safety system's performance are reported in accordance with the organisation's requirements 2.2 Fire safety problems and issues relating to fire safety systems are identified and reported in accordance with the organisation's requirements 2.3 The report is distributed in accordance with the organisation's requirements

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ELEMENT	PERFORMANCE CRITERIA

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

compile and prepare reports

locate and identify components of building's fire safety system

interpret building plans

present information

use information technology systems

Required Knowledge

performance based building and fire codes

fire engineering design brief

special risk factors found in hospitals and public buildings, high rise structures, airports, petro-chemical plants, electrical installations

relevant legislation

organisation's procedures

equipment manufacturer's specifications

maintenance procedures

principles of modelling

design documentation and reporting

levels of analysis (as described in the Fire Engineering Guidelines)

fire initiation and development

smoke development and management

fire spread and management

fire detection and suppression

occupant avoidance

fire brigade intervention

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REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential that competence is demonstrated in: identification of components of the building's fire safety systems identification of proposed fire engineering design brief and performance specifications for fire safety systems identification of proposed performance based design impacts conducting an assessment of a performance based design compiling reports use of the appropriate intervention model
Context of and specific resources for assessment	**Consistency in performance** Performance should be demonstrated over a period of time and in a range of contexts **Context of assessment** Evidence of competence may be demonstrated on the job or in a simulated workplace environment Verbal or written assessment of knowledge components may be used as supporting evidence **Specific resources for assessment** This unit will require a site and building plans and associated documentation for an actual or simulated assessment
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Installed fire systems must include	fire sprinkler fire hydrants
and may also include	fire detection and alarm communications fire suppression building design requirements Emergency Warning Intercommunication System (EWIS) emergency vehicle access - egress system fire/emergency control centres/rooms smoke hazard management fire resisting structures/compartmentation
Operation of the fire safety systems must include	organisation's procedures Building Code Australia building regulations
and may also include	manufacturers' specifications
Proposed performance based design may impact upon	organisation's procedures fire agency capabilities egress distance of travel for egress evacuation rescue of occupants compartmentation smoke hazard management fire suppression

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RANGE STATEMENT

	fire spread fire brigade intervention property and environmental protection

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAFIR504B Assist with formulation and implementation of plans and policies

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the competence associated with the consultation, development, implementation and evaluation of a policy or plan for an organisation.

Application of the Unit

Application of the Unit The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Monitor the administration of organisation policy**, **procedures and practices**	1.1 All activities undertaken adhere to the requirements stipulated in the organisation's ***policy***, procedures and practices
	1.2 Procedures, practices and policy that cannot be efficiently administered, are identified and recommendations for ***changes*** are made
2. **Identify and consider stakeholders' concerns**	2.1 Individuals and groups within the community who have a vested interest in the operation of the organisation are identified and consulted
	2.2 Relationships, trust and mutual understanding are formed between the organisation and these individuals and groups
	2.3 The ***organisation is represented*** in the best possible manner to external organisations, ensuring the policies are correctly interpreted and applied
	2.4 Meetings with ***stakeholders*** are conducted on a regular basis
3. **Facilitate policy change within the organisation**	3.1 Policy change is facilitated as an opportunity for improving individual and organisational effectiveness
	3.2 Staff are encouraged to participate in and comment on proposed changes to policies
4. **Contribute to the**	4.1 Effective contributions are made to the

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ELEMENT	PERFORMANCE CRITERIA
strategic and operational *planning process*	development of forward planning for the organisation
	4.2 Contributions are consistent with the corporate mission goals and objectives of the organisation
	4.3 Contributions are focused on activities in the workplace and the community
5. **Draft formal submissions on *policy* and operational issues**	5.1 ***Submissions*** are concisely written, following correct procedures
6. **Assist in the preparation and implementation of organisation business plans**	6.1 Plans are prepared which incorporate the views of others, where appropriate, and contribute to the overall performance of the organisation
	6.2 Organisation business plans are tightly linked to corporate strategic plans
7. **Assist in the implementation and evaluation of plans and policies**	7.1 Organisation's ***corporate objectives and plans*** are implemented through the activities and projects of the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

monitor existing policy, processes and practices

implement strategies to deal with resistance to policy development

demonstrate consultative processes

assist in the development of a policy document for a work group

assist in the implementation of a policy with a work group

assist in the evaluation of the development and implementation of a policy

Required Knowledge

concepts of policy and policy development

policy and organisational philosophy/climate

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REQUIRED SKILLS AND KNOWLEDGE

role of management in policy development

role of employees in policy development

reasons for resistance to policy development

strategies for dealing with resistance

organisational climate and implementing policy development

consultative processes for policy development

methods for implementing policy

methods for evaluating policy

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence is demonstrated in assisting in the development, implementation and evaluation of a plan or policy for a work group **Consistency in performance** Performance for this unit should be demonstrated over a period of time and in a range of contexts. It should be noted that the evaluation of the development and implementation may require a number of months
Context of and specific resources for assessment	**Context of assessment** Evidence of competence may be demonstrated on the job and at the same time by a set of exercises/case studies in a simulated workplace environment Written or verbal assessment of the knowledge components may be used as supporting evidence **Specific resources for assessment** No special requirements
Guidance information for	Information that will assist or guide assessment will be

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EVIDENCE GUIDE

assessment	written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include	emergency service organisations employers equipment suppliers community groups insurance industry general public unions state and local government organisational personnel
Changes within the organisation can result from changes to	technology procedures policy government legislation staffing levels finance safety issues
Consideration towards the planning process is given to	drafting of the business plan and linking to the corporate plan organisational objectives future directions continuous quality improvement programs
Operational plans may	pre-incident plans

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RANGE STATEMENT

include	hazard assessment plans response priority resource allocations action plans disaster management plans
Corporate plans and objectives are implemented at sectional level taking into consideration	OH&S policies EEO policies award provisions organisation's policy and procedures
Submissions on policy and operation issues may cover	plant/equipment/resource allocation revision of policy hazard identification and reduction workplace
Policy advice can include information concerning	plant/equipment/resource allocation review/revision of policy hazard identification and reduction changes to work practices where the need has been identified
The organisation is represented in the best possible manner to external organisations including	community groups associated industries government departments and organisations other agencies
In the development of policy documents, the following should be considered	clarity succinctness reader-friendliness accuracy grammatical correctness

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Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAFIR501B Conduct fire investigation and analysis activities

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency associated with the planning for fire investigations; the collection and recording of evidence and information; preparing personnel to give evidence at proceedings and the evaluation/analysis of a fire/incident investigation.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUALAW001B Protect and preserve incident scene

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Plan fire/incident investigation and analysis activities**	1.1 The roles and responsibilities of the government and non-government organisations involved in fire/incident investigation are identified 1.2 ***Procedures*** and ***protocols*** for the cooperation and coordination of relevant organisations involved in the fire/incident investigation are identified, agreed and implemented 1.3 Strategies required to conduct a fire/incident investigation and analysis are identified and implemented in accordance with the organisation's procedures 1.4 Preliminary and background ***information*** concerning the context of the fire/incident investigation is prepared 1.5 The relevant legislative requirements that impact on the collection and recording of ***evidence*** are identified 1.6 Evidence and information gathering process at the incident site is planned in accordance with organisation and legislative requirements, environmental conditions and resource availability 1.7 Required fire investigation equipment and resources for the incident are identified and assembled

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ELEMENT	PERFORMANCE CRITERIA
2. **Collect, collate and preserve evidence**	2.1 The methods and techniques of evidence and information collection appropriate to the investigation are applied in accordance with legislative requirements
	2.2 The various types of evidence and information pertinent to the investigation are recorded and/or collected in accordance with organisational and legislative procedures
	2.3 The procedures for continuity and ***preservation*** of evidence are followed in accordance with legislative requirements
	2.4 Appropriate ***packaging*** and identification techniques for the transportation of evidence for the purpose of laboratory testing are implemented
3. **Determine cause and origin of fire**	3.1 The procedures required to determine the origin and cause of fire are followed
	3.2 Assistance is rendered to laboratory personnel and specialist organisations in accordance with organisational procedures
	3.3 Physical evidence that can lead to the determination of the origin and cause of fire is identified and examined
	3.4 Preliminary findings are documented and validated in accordance with organisational procedures
	3.5 The cause and origin of fire is determined
	3.6 Findings, methodologies, support data and briefing notes are documented in accordance with organisational and legislative procedures
4. **Conduct analysis of incident**	4.1 Information relating to incident is gathered in accordance with the organisation's policies and procedures
	4.2 Information relating to incident is evaluated in accordance with the organisation's procedures
5. **Record and report information collected**	5.1 Relevant organisation/legislative requirements for the recording, reporting and producing of information for a fire/incident investigation are implemented
6. **Prepare personnel for proceedings**	6.1 Briefings are held with counsel as required
	6.2 Other personnel involved in the proceedings are briefed

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ELEMENT	PERFORMANCE CRITERIA
	6.3 Additional information and/or clarification of fire/incident investigation procedures/findings are provided as required
	6.4 Protocols for giving of evidence at a coronial/civil/criminal proceeding are followed
7. **Review and evaluate fire/incident investigation**	7.1 Outcomes of proceedings are ***reviewed*** to ensure knowledge of investigations, trends and precedents is current
	7.2 Changes to an organisation's policy and procedures arising from rulings and decisions are formulated and reported
	7.3 Post incident analysis ***documentation*** is completed in accordance with the organisation's requirements
	7.4 Fire/incident cause determination/documentation/ recommendations are forwarded according to the organisation's procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

communication

handling of dangerous goods and hazardous substances

cooperation with community groups

evidence packaging techniques

demonstrated evidence gathering techniques

conducting briefings

cooperating with other organisations and community groups

Required Knowledge

factors affecting fire behaviour

security of the scene/scene contamination and preservation

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REQUIRED SKILLS AND KNOWLEDGE

examination of the fire scene

determining point of origin by deductive evidence

collection of physical evidence

distinguishing between fires that are accidentally, negligently and deliberately or naturally lit

matching evidence to proof of point and offence provisions

differences between fire conditions

fatality and criminal involvement procedures

role of expert witnesses

motives of the fire setter

legal implications of evidence collection and legislative requirements

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence is demonstrated in: securing the scene and preserving the evidence determining the point of origin and cause of fire distinguishing between fires that are caused deliberately or accidentally, negligently and naturally lit collecting evidence in accordance with legislative requirements
	Consistency in performance Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** On the job or use of simulations or exercises to demonstrate competence in the unit. Verbal or written questions may be used to support the gathering of

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EVIDENCE GUIDE

	evidence **Specific resources for assessment** Required fire investigation equipment and resources real or simulated test fire sites (forest/rural) training building with appropriate fire investigation training rooms, fire crews and pumpers, thermal detection equipment, appropriate protective equipment, classrooms equipped with computers and appropriate training aids, text and reference materials, and appropriate role play scripts for the appropriate personnel (police, barristers, solicitors, forensic scientist, insurance adjustors and investigators)
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Evidence must include	video tapes, audio tapes, drawings, photographs, plans, manifests, documents, personal notes, physical evidence, debris, soil
Investigative procedures must include	canvass witnesses, conduct examinations, advise and cooperate with other agencies, take notes and photographs, make sketches and maps, collect and secure physical evidence, collect, collate and analyse information, conduct interview, prepare reports, produce information
Evidence preservation must include	chain of evidence recording, tagging secure encasements, log of events
Packaging of evidence may include	non-lined tins, non-leaching bags, glass receptacles, gas sampling equipment, rigid and non-rigid receptacles

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RANGE STATEMENT

Causes of fire may include	electrical origin, gas explosion, gas, accidental or deliberate nature, motor vehicles, flammable liquids, chemical, mechanical defect, lightning, environmental or natural occurrences, matches and lighters, smoking, spontaneous combustion
Liaison with specialist personnel may include	laboratory technicians, forensic specialist, insurance investigators, medical examiners, lawyers, crime scene police, arson squad, other relevant authorities
Protocols for giving evidence must may include	court procedures, court practices, pre-court briefings, rules of evidence
Review of information may include	incidence mapping, databases, journals, correspondence, Internet, inter-organisation activities, intra-organisation activities
Post investigation documentation may include	statements, proformas, photographs, tape recordings

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PSPREG403B Assess compliance

Modification History

PSPREG403B Release 2: Layout adjusted. No changes to content.

PSPREG403B Release 1: Primary release.

Unit Descriptor

This unit covers risk assessment, monitoring of situations/environments/behaviours, and analysis of information to assess compliance with legislation and/or standards. It includes monitoring areas under own jurisdiction, receiving or identifying allegations of non-compliance, and conducting research to determine levels of compliance.

In practice, assessing compliance may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, promoting compliance, acting on non-compliance, etc.

This unit replaces and is equivalent to PSPREG403A Assess compliance with legislation.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor areas under jurisdiction	1.1 ***Risk assessment*** analysis is conducted to identify and prioritise areas for ***monitoring*** and to identify methodology. 1.2 Monitoring is conducted in accordance with ***legislation, policy and procedures***. 1.3 Inspections and/or compliance audits are conducted in accordance with organisational policy and procedures. 1.4 ***Specialist equipment*** is utilised when required, in accordance with legislation, policy and procedures. 1.5 Safety of self and others is protected in accordance with legislation, policy and procedures. 1.6 Cooperation with ***other organisations and jurisdictions*** is facilitated in accordance with organisational policy and procedures.
2. Receive or identify allegation of non-compliance	2.1 ***Referrals*** relating to non-compliance are recorded in accordance with legislation, policy and procedures. 2.2 Possible and potential breaches are responded to in a timely manner in accordance with legislation, policy and procedures. 2.3 Preliminary information is assessed to establish the offence and is validated to confirm the need for action in accordance with organisational policy and procedures. 2.4 Complainants are handled in accordance with organisational guidelines which may indicate referral to more senior personnel.
3. Determine levels of compliance	3.1 Timely consultation is undertaken as necessary to obtain advice on methodology to adopt and prevent gaps occurring in evidence collection. 3.2 ***Evidence collection methodology*** is selected according to the purpose, situation and operational guidelines. 3.3 Information/samples are collected, analysed and secured in accordance with legislation, policy and procedures. 3.4 Information/samples are relevant and sufficient for the purpose identified. 3.5 Assessment is made against the requirements of the legislation and the level of compliance is identified and documented according to legal and organisational requirements. 3.6 Further action is determined consistent with the level of compliance and is ***recorded/reported*** in accordance with legislation, policy and procedures.

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Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking research, analysis and problem solving in the context of assessing compliance
- applying regulations and codes of practice
- using information technology for data analysis, recording and reporting
- communicating including questioning and negotiating of meaning in sometimes difficult situations
- responding to diversity, including gender and disability
- reading and applying complex information from legislation
- applying public sector legislation such as occupational health and safety and environmental and sustainability procedures in the context of assessing client compliance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, standards, policies and legal precedents
- organisational procedures, guidelines and protocols
- knowledge of own and others' jurisdictions
- risk management in the context of compliance assessment
- application of audit tools
- research and sampling methodologies
- security storage of evidence/information
- procedures for recording allegations/complaints
- specialist equipment
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment and sustainability relating to the assessment of client compliance

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training

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Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPREG401C Exercise regulatory powers

PSPREG402C Promote client compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- assessment of compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- evidence gathering methodology
- case studies and workplace scenarios to capture the range of situations likely to be encountered when assessing compliance

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when assessing compliance, including coping with difficulties, irregularities and breakdowns in routine
- assessment of compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities

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- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Risk assessment may include:

- formal risk management cycle
- informal risk assessment

Monitoring may include:

- surveillance
- spot checks
- comparison of data over time
- audit
- quality assurance reviews

Legislation, policy and procedures may include:

- enabling legislation
- occupational health and safety legislation
- workers compensation legislation
- equal employment opportunity and anti-discrimination law
- environment legislation and sustainability procedures

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	• listening devices legislation • privacy legislation/instructions • organisational procedures and protocols • standard operating procedures • Australian standards
Specialist equipment may include:	• computer data analysis systems • computer aided auditing techniques • electronic equipment • listening devices • cameras • chemical analysis kits • security cupboards • oil sampling kits • personal protective equipment
Other organisations/ jurisdictions may include:	• State/Territory police and special units • federal police • military police • Commonwealth regulatory agencies • Local Government law enforcement officers • fire and rescue • emergency services
Referrals may include:	• suspicions • complaints • allegations of non-compliance
Evidence collection methodology may include:	• sampling • audit • interviews • data analysis • document analysis
Recording/reporting of further action may include:	• decision to proceed/not proceed • justification for decision • informing other areas or organisations of information received/gathered and the action to be taken, if any, subject to confidentiality and privacy legislation

Unit Sector(s)

Not applicable.

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Competency field

Regulatory.

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LGAPLEM506A Improve community knowledge and skills in environmental management practices

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers identifying, implementing and reviewing methods for improving community knowledge and skills in environmental management practices.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify the demographic composition of the community, and of interest groups and organisations in the community**	1.1. Demographic data on community is gathered and collated. 1.2. Community interest groups and organisations are identified. 1.3. Data is analysed to identify the composition and characteristics of the local community.
2. **Identify community need for information, skills and opportunities for involvement in environmental management practices**	2.1. Relevant information to assist community knowledge , skills and opportunities for community involvement in environmental management is identified, researched and collated. 2.2. Links with community interest groups, organisations and the broader community are established to identify information, skills and opportunities. 2.3. Community needs and opportunities for community involvement are established. 2.4. Gaps between expectations and current environmental management practices in the community are identified. 2.5. The need for modification or improvement of existing environmental practices in the community is identified. 2.6. New areas that require the implementation of environmental management practices in the community are identified.
3. **Identify and assess the effectiveness of methods for creating and raising community awareness of environmental management**	3.1. Data on the effectiveness of various methods is gathered and analysed in the context of known community data and environmental management targets. 3.2. Criteria for determining the range and effectiveness of methods are determined, based on known information. 3.3. Criteria are applied to known methods in order to

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ELEMENT	PERFORMANCE CRITERIA
practices	determine relative effectiveness. 3.4. Specialist knowledge and skills are applied to determine the most suitable methods in the community.
4. **Implement appropriate methods to improve community awareness, skills and involvement in community environmental management practices**	4.1. Financial resources are identified within budget cycles to support the achievement of required outcomes. 4.2. Personnel are identified, trained and assigned to tasks so that strategy requirements for skills and knowledge are met. 4.3. Physical facilities and equipment are identified and procured within budget cycles. 4.4. Prioritised methods are implemented appropriately by identified staff. 4.5. Improvement in community awareness of environmental issues is achieved in accordance with local policy, procedures and relevant legislative requirements.
5. **Monitor and review levels of community awareness**	5.1. Regular data is collected and analysed to provide accurate measures of performance. 5.2. Comparisons are made with required outcomes to assess effectiveness. 5.3. Recommendations are made for changes to methods and systems. 5.4. Changes to methods and systems are made to ensure outcomes are achieved. 5.5. Information obtained during monitoring and review is used to develop new methods and systems that are based on accumulated knowledge and experience.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- collecting and analysing quantitative and qualitative data
- community consultation
- community education
- presenting information to diverse individuals or groups

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REQUIRED SKILLS AND KNOWLEDGE

- programming activities
- program planning, implementation and review
- budgeting
- evaluating.

Required Knowledge

- environmental issues
- community needs and expectations
- council structure, services, policies and procedures
- training requirements and networks
- community development strategies
- native title.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	A range of relevant environmental management practices are identified and documented. Community consultation is carried out and documented. Resources are identified within budget cycle. Topics are prioritised relevant to community expectations, identified outcomes and resource constraints. A variety of methods to improve community knowledge, skills and opportunities for involvement is activated. Monitoring and review process is carried out and results are documented.
Context of assessment	On the job or in a simulated work environment.

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EVIDENCE GUIDE

Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.
Resource implications	Access to relevant data sets including: • Australian Bureau of Statistics • community profiles • real or simulated community consultation processes such as workshops • forums • participation in community events.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Data on community may include:	• Australian Bureau of Statistics data • community profiles • information gathered from community groups and organisations.
Community knowledge	• methods of information distribution • methods for suggesting improvements in systems

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RANGE STATEMENT

may include:	• local authority environmental management policies and practices • other organisation's environmental management policies and practices • community education techniques • networks • environmental management expertise.
Community skills may include:	• composting • mulching • worm farming • waste sorting • community education • action learning • media skills • building materials • energy efficiency (e.g. solar and water) • vegetation • handling and disposing of toxins.
Criteria may include:	• the range of education and marketing methods used • consistency of involvement • level and quality of training provided • level and quality of involvement from each section of the community • funding and resources required to support the involvement • quality and level of benefit derived from involvement • goals for involvement • available resources and funds.

Hidden text

Unit Sector(s)

Unit Sector Planning Units

Hidden text

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Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAPLEM501A Achieve an efficient and sustainable use of natural resources

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers identifying, implementing and monitoring strategies for sustainable resource use.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Assess resource availability**	1.1. Data on resources where council can influence use are identified and collated in a comprehensive manner. 1.2. Targeted resources are defined in-house and/or in the local government area by type, amount and degree of availability.
2. **Assess current resource utilisation**	2.1. Reliable measurable indicators of resource utilisation are identified to provide data on resource consumption. 2.2. Measurement is undertaken accurately and comprehensively. 2.3. Comparisons are made against identified practice from a variety of sources and accepted standards of performance.
3. **Develop strategies for efficient resource usage**	3.1. The potential for efficient resource usage is identified. 3.2. A practical feasibility analysis is carried out on opportunities and options for minimisation in the local context. 3.3. Strategies are selected and prioritised based on effectiveness, efficiency and availability of resources. 3.4. Personnel responsible for strategy implementation are identified. 3.5. Strategies are presented at appropriate organisational level for endorsement and are referred to appropriate personnel for implementation.
4. **Monitor and review effectiveness of ways to reduce resource usage**	4.1. Regular data is collected and analysed to provide accurate measures of performance. 4.2. Comparisons are made with strategy objectives to assess effectiveness. 4.3. Changes to implementation strategy are made as required in a timely manner to ensure outcomes are

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ELEMENT	PERFORMANCE CRITERIA
	achieved or alternatives are introduced. 4.4. Information obtained during monitoring and review is used to develop new strategies that are based on accumulated knowledge and experience. 4.5. Information is shared on a regular basis with other councils and relevant agencies.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- data gathering
- analytical
- budget cycle
- program planning, review and monitoring
- evaluation processes
- presentation.

Required Knowledge

- environmental issues
- principles of ecologically sustainable development
- impacts on the environment of overuse of resources
- state of the environment reports
- relevant legislation
- available resources
- minimisation of resource usage
- community needs and expectations
- regulations, standards and policies
- training requirements
- community information
- community demographics
- council policies and protocols.

Hidden text

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Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	Comprehensive data of local relevant resources. Relevant data gathered from a variety of sources. Analysis of data to indicate options for sustainable use of resources. Evidence of consultation with appropriate stakeholders to gain support for identified strategies. Clear and accessible reports that provide practical strategies. Evidence of review and monitoring of strategies. Material prepared and disseminated to community and other stakeholders.
Context of assessment	On the job or in a simulated work environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.

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EVIDENCE GUIDE

Resource implications	Access to natural resources which form the focus of the assessment, including: • water • land • soil • rock • air. • Access to previously collected data from sources including: • surveys • government reports • academic research • the Internet.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Resources may include:	• water • energy • timber • soil, sand and rock • ores • air.
Assessment may include:	• audits, such as energy audits • surveys.
Information may include:	• Internet information • state of the environment reports • new technology developments related to sustainability • results of monitoring and research.

Hidden text

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Unit Sector(s)

Unit Sector Planning Units

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAPLEM403A Attend requests for building and planning information and advice

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers responding to and prioritising requests for building and planning information and advice.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify nature and type of service requests**	1.1. Requests are assessed to establish if they are within the jurisdiction and ability of the building or planning area of relevant authority and are then referred as appropriate. 1.2. Requests are assessed to establish necessity for compliance with statutory requirements. 1.3. Time required to service requests is established to identify if an immediate response will satisfy requirements. 1.4. Requests requiring additional research are prioritised and recorded to ensure important matters are finalised promptly.
2. **Research information relevant to service requests**	2.1. Accurate research and action are undertaken in priority order to obtain required information or result. 2.2. Sources of relevant information are correctly identified. 2.3. Information is collated to enable preparation of a satisfactory response to the request. 2.4. Professional advice is identified and incorporated where appropriate. 2.5. Affected relevant authorities are consulted.
3. **Determine suitable response**	3.1. Response is prepared within statutory constraints and levels of authority that protects council interests. 3.2. Response facilitates discussion and consultation so that client expectations can be satisfied. 3.3. Relevant form of response is selected within council policies and procedures.
4. **Communicate information and advice**	4.1. Written information and advice provided are clear and concise to minimise the need for follow-up action. 4.2. Verbal advice is presented clearly and in a courteous

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ELEMENT	PERFORMANCE CRITERIA
	manner so that the need for follow up is minimised. 4.3. Advice given is recorded according to council procedures. 4.4. Discretionary advice on major issues is made available according to council policy and procedures.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- telephone, face-to-face and front counter customer service
- interpersonal
- written and verbal communication strategies within a multicultural/diverse community context
- research and calculations.

Required Knowledge

- relevant building and planning legislation requirements
- council development control, planning and customer service policies and practices
- relevant environmental legislation and practices
- council building and planning application procedures
- materials and construction techniques.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work

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EVIDENCE GUIDE

	practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	Accurate, timely and courteous advice is provided. All relevant building and planning requirements are met.
Context of assessment	On the job or in a simulated work environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables depending on council work flow and planning cycle as long as the critical aspects of evidence can be demonstrated.
Resource implications	Access to a workplace or case study that encompasses such resources as: • copies of relevant building and planning legislation • examples of council policies and procedures • reports and council records • experts such as building surveyors, engineers and town planners.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in

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RANGE STATEMENT

the Performance Criteria is detailed below.

Requests may include:	• verbal (face-to-face or telephone) • written • complaints • technical advice • problems • information • copies of plans • property enquiries • access to council records.
Research may include:	• literature survey • obtaining telephone information • checking council records • statutory controls.
Jurisdiction and ability may include:	• freedom of information • copyright • council policy • relevant building and planning legislation • state acts and policies.
Response may include:	• verbal • written.
Professional advice may include:	• statutory authorities • building surveyors • engineers • town planners.
Information may include:	• written records • oral • anecdotes • reports • instructions • directions from supervisor or management • formal and informal interviews • team meetings • reports from other services • agencies • specialists • experts • media.

Hidden text

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Unit Sector(s)

Unit Sector Planning Units

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAEHRR504C Implement public environmental health education programs

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the development and delivery of public environmental health education, promotion and awareness strategies, including campaigns and programs.

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

Application of the Unit

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance within councils of varying size and locations. Knowledge of the legislation and regulations within which councils must operate is essential. The role of council staff, elected members and management in protecting and managing the natural and built environment must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Develop environmental health education**, **promotion and awareness strategies**	1.1. Goals and objectives for health education, promotion and awareness are established in accordance with council requirements. 1.2. Information to assist in needs analysis is identified, researched and collated. 1.3. Health surveys that identify community health needs are developed. 1.4. Existing services and strategies are reviewed and evaluated to ensure relevance. 1.5. Community networks are established and maintained to ensure broad exposure to local development needs.
2. **Implement environmental health education**, **promotion and awareness strategies**	2.1. Appropriate health education, promotion and awareness programs are developed and implemented based on community development needs and in accordance with council policy. 2.2. Programs are implemented using appropriate educational, promotional and awareness activities and responding to state legislative requirements. 2.3. Health education, promotional and awareness programs are monitored and evaluated in conjunction with the community to assess performance in relation to program goals and objectives.
3. **Undertake marketing programs**	3.1. Opportunity for a marketing program is identified from the market place.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Viability of a program is assessed by internal and external consultation. 3.3. Reports are prepared for management and council with recommendations and supporting information. 3.4. Marketing program is implemented and monitored to ensure objectives are met within budget, resource and time limitations. 3.5. Program is reviewed and assessed using consumer response and internal audits.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- information gathering and research
- survey design
- cooperative and professional communication and interaction with a wide range of stakeholders
- problem solving and conflict management
- well developed and effective written communication
- implementation of promotional strategies
- program planning
- networking
- implementation of public consultation strategies
- implementation of program evaluation strategies
- participation in public presentations
- budget management
- monitoring own work and adjusting to meet agreed standards and expectations
- engaging in activities that promote own ongoing learning requirements, which may include maintaining current knowledge of legislation and common law
- using technology relevant to the job/role, which may include the use of computers and other relevant office technology.

Required Knowledge

- council structure and services
- relevant council procedures

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REQUIRED SKILLS AND KNOWLEDGE

- relevant legislation and standards
- principles of positive interaction with diverse groups within the community
- community consultation and information strategies
- local health services and relevant professionals
- council's health education policy
- current and potential health issues affecting the community.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the elements to the required performance level detailed in the performance criteria. The unit's skill and knowledge requirements must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to: • establish and maintain community networks • establish appropriate goals for health education, promotion and awareness in accordance with council requirements • develop, implement and evaluate appropriate health education, promotion and awareness programs • market, implement and monitor programs to ensure objectives are met • report, review and assess programs.
Context of assessment	On the job or in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials, including

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EVIDENCE GUIDE

	personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Competency must be demonstrated in all elements across a range of variables relevant to council's size, location and strategic plan.
Resource implications	Access to a workplace or simulated case studies that provide relevant equipment and materials, such as: • videotapes • pamphlets • health legislation • council policies and procedures.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Council requirements may include:	• council policies, procedures and guidelines • strategic, business and management plans • local ordinances, laws and by-laws • state legislation.
Community health needs may include special requirements of:	• ethnic or minority groups • demographic groups.
Health education, promotion and awareness programs may include:	• immunisation • nutrition • smoking • sun smart • health effects of climate change, such as heat stress • mosquito control • sexually transmitted diseases • council • public health plan • public health policy • media releases • personal skill development

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RANGE STATEMENT

	• community action strengthening • supportive environments • reorienting services • behavioural and environmental adaptation • community development.
Legislative requirements may include:	• federal • state or territory • local government.
Marketing may include:	• preparation and use of materials, such as: • audiovisual materials • pamphlets and books • software • badges • ties • stickers • professional consultancy • online support.
Viability may include:	• profit or loss • break-even • community value.
Internal and external consultation may include:	• staff • councillors • schools • police • experts • community • parents • funding organisations • regional groups • relevant agencies, including welfare agencies • hospitals • medical institutes • church groups • industry and professional expertise • government departments • marketing departments and consultants • media developers.

Hidden text

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Unit Sector(s)

Unit Sector Health and Environment

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAEHRH604B Develop and implement environmental health education promotion and awareness strategies

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor	This unit covers the development and delivery of environmental health awareness programs.

Application of the Unit

Application of the Unit	This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Develop environmental health education, promotion and awareness strategies**	1.1. Goals and objectives for health education, promotion and awareness are established. 1.2. Information to assist in health needs analysis is identified, researched and collated. 1.3. Health surveys that identify ***public health needs*** are developed. 1.4. Existing services and strategies are reviewed and evaluated to ensure relevance. 1.5. Community networks are established and maintained to ensure broad exposure to local development needs.
2. **Implement environmental health education, promotion and awareness strategies**	2.1. Appropriate health education, promotion and awareness programs are developed based on community development needs and in accordance with council policy. 2.2. Programs are implemented using appropriate educational, promotional and awareness activities. 2.3. Health education, ***promotion*** and awareness ***programs*** are monitored and evaluated to assess performance against goals and objectives of the program.
3. **Undertake entrepreneurial programs**	3.1. The opportunity for an ***entrepreneurial program*** is identified from the market place. 3.2. The viability of a program is assessed by internal and external consultation. 3.3. Reports are prepared for council with recommendations and supporting information. 3.4. The program is implemented and monitored to ensure objectives are met within budget, resources and time limitations. 3.5. The program is reviewed and assessed using consumer response and internal audits.

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ELEMENT **PERFORMANCE CRITERIA**

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- program planning
- consulting with public
- budget management
- presenting to public.

Required Knowledge

- council structure, services and relevant policies
- health services
- health education policy
- promotional strategies.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated
Critical aspects of evidence to be	Goals and objectives of programs are achieved.

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EVIDENCE GUIDE

considered	
Context of assessment	On the job or in a simulated work environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completing workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Competency must be demonstrated in all Elements across a range of variables relevant to council's size, location and strategic plan.
Resource implications	Access to a workplace or simulated case study that provides relevant equipment and materials such as videotapes and pamphlets.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Promotion programs **may include**:	• immunisation • nutrition • smoking • sun smart • mosquito control • sexually transmitted diseases • council

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RANGE STATEMENT

	• public health plan • public health policy • personal skill development • community action strengthening • supportive environments • reorienting services • behavioural and environmental adaptation • community development.
Entrepreneurial programs **may include**:	• videotapes • slide tapes • hard copy • pamphlets • books • software • badges • ties • stickers • professional consultancy.
Internal and external consultation **may include**:	• staff • councillors • schools • police • experts • community • parents • funding organisations • relevant agencies, including welfare agencies • regional groups • hospitals • medical institutes • church groups • industry and professional expertise • government departments.
Public health needs **may include special requirements of**:	• ethnic or minority groups • demographic groups.
Viability **may include**:	• profit or loss • break-even • community value.

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RANGE STATEMENT

Hidden text

Unit Sector(s)

Unit Sector Health and Environment

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGACOM502B Devise and conduct community consultations

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers devising and conducting community consultations and reporting on results. The vital and unique responsibility councils have to engage and consult with communities in order to respond to the needs of the community in a timely and effective manner is recognised.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Devise consultation strategies**	1.1. A range of consultation strategies is identified and assessed for suitability. 1.2. Interested and affected parties are identified. 1.3. Resources required to conduct consultation are assessed. 1.4. Consultation strategies are chosen that enable and encourage relevant groups or individuals to be involved. 1.5. Legislative and council requirements are reviewed to ensure strategies meet all criteria.
2. **Conduct consultations**	2.1. Information is prepared that is clear, accurate and appropriate to the needs of all parties. 2.2. All people involved in conducting the consultations are briefed on the process of consultation and the parties involved. 2.3. Information is presented to affected parties at an appropriate time and place. 2.4. Access and equity requirements are implemented in the consultations. 2.5. Measures to expedite community consultation are taken to ensure consultation occurs within an identified time frame. 2.6. Consultation is undertaken in an orderly manner to ensure all viewpoints are canvassed.
3. **Record**, **analyse and report on results**	3.1. Public consultation responses and processes are formatted to enable informed decision making to proceed. 3.2. Appropriate suggestions for improvement are

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ELEMENT	PERFORMANCE CRITERIA
	incorporated into design parameters. 3.3. Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised. 3.4. Other issues raised during consultation are directed to relevant department or person to respond to community concern. 3.5. An accurate report on community consultation that includes recommendations is prepared to enable informed decision making to occur. 3.6. The overall effectiveness of the consultation process is reviewed and evaluated and action is taken where necessary.

Hidden text

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- consultation, presentation, negotiation and report writing
- research
- planning and organising
- information gathering and analysis.

Required Knowledge

- relevant council policies and procedures
- relevant legislation, including planning and anti-discrimination
- relevant sections of local government act
- access and equity issues
- strategies for consultation
- codes of conduct and ethics.

Hidden text

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Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to devise and conduct community consultations where: • consultation ensures council's image or reputation is maintained or enhanced • community consultation produces valid and useful information.
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a range of real or simulated consultation processes including:

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EVIDENCE GUIDE

	• public and community meetings and forums • surveys and door knocks • appropriate communications equipment and aids such as overhead projectors and computer-based presentations.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Access and equity may include:	• subject matter • manner in which consultations are conducted • physical accessibility • community profile.
Enabling and encouraging relevant groups to be involved may include:	• physical accessibility • diverse language needs • culture, including Indigenous, youth and non-English speaking background • physical environment • number of people.
Information may include:	• written and oral records • anecdotes • reports • instructions • directions from supervisor or management • interviews • formal and informal team meetings.
Interested and affected parties may include:	• community groups • other authorities • individuals • emergency authorities (police, fire and ambulance) • private sector business interests • special interest groups • experts.
Resources may include:	• human • financial • locations.

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RANGE STATEMENT

Consultation strategies may include:	• public meetings • phone-ins • questionnaires • informal gatherings • door knocks • council meetings.
Legislation may include:	• local government • anti-discrimination • planning.
Presentation of information may include:	• graphics • models • computer animations • video displays • overhead transparencies • handouts • display plans • interpreter service.

Hidden text

Unit Sector(s)

Unit Sector Common Units

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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CHCYTH505D Support youth programs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of	The Performance Criteria specify the level of performance required to demonstrate achievement of the

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competency.	Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the activity / *program* required	1.1 Assess need for a particular program from relevant evidence collected 1.2 Identify and review a range of possible programs to meet the defined needs 1.3 Select a program type based on client needs, organisation's criteria and availability of resources
2. Prepare activity / program plan	2.1 Undertake appropriate strategic planning activities to ensure client needs are met 2.2 Plan activities in consultation with key clients and stakeholders 2.3 Determine operational arrangements for conducting the program and assess their feasibility 2.4 Include appropriate implementation and evaluation strategies in the activity/program plan 2.5 Ensure planning activities reflect accepted good practice in working with young people
3. Deliver activity / program	3.1 Implement program in accordance with program plan, organisation guidelines and legal / statutory requirements 3.2 Provide participants with access to a range of *activities* suited to their needs and interests 3.3 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies 3.4 Adapt program to changing needs of participants as required 3.5 Ensure problems in program delivery are addressed promptly

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ELEMENT	PERFORMANCE CRITERIA
4. Evaluate activity program	4.1 Define criteria to judge effectiveness of program in consultation with clients and stakeholders 4.2 Routinely use appropriate evaluation strategies during and after program and for revision and development 4.3 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders 4.4 Prepare and present reports as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Target groups relevant to the worker and the activity or program
- A range of youth activities and programs
- Legal and safety requirements as they relate to activities and programs
- Relevant funding sources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult with relevant stakeholders

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REQUIRED SKILLS AND KNOWLEDGE

- Work with individuals and groups
- Undertake autonomous work and team work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research and consultation
  - coordination and management of programs
  - analysis of data, information and relationships
  - advocacy
  - provision of support to a diverse range of people/organisations
  - conflict resolution/negotiation and mediation
  - cross cultural communication and negotiation
  - literacy adequate to prepare a range of appropriate resource material
  - working with and through community leaders
  - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions • Consistency in performance is to be demonstrated for

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EVIDENCE GUIDE

	at least two: • types of activities and programs identified in the Range Statement • purposes identified in the Range Statement
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • a workplace or an accurately simulated environment where assessment may take place
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should

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EVIDENCE GUIDE

	be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Program may include:	• Activities designed to address needs of target groups • Activities designed to meet needs identified in research • Strategies to implement government/funding agency policy • Activities to extend the participation numbers in existing programs • Strategies to address exclusion, discrimination and alienation • Those directed at individual young people and their needs • Those directed at the general community which affect young people • Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers • Those designed to respond to social, economic and demographic changes
Programs may have the following focus:	• Education/learning/training e.g. homework support and study • Personal development and support e.g. life skills

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RANGE STATEMENT

	education • Music and performing arts e.g. youth theatres, band, video production team • Research, planning and management e.g. Aboriginal cultural camp, scouts meeting • Community action e.g. anti violence group • Special interest causes e.g. young people against nuclear disarmament • Enterprise development activities • Employment, funding raising, small business
Activities may include:	• Discussion groups e.g. about safe sex, religious beliefs • Sporting and recreation activities e.g. basketball at the drop in centre, pool game, disco, bush excursion • • Structured and unstructured social activities e.g. party, shopping, visit to the cinema
Programs are planned and implemented for the purpose of:	• Providing immediate support • Promoting young people's participation and personal development • Enabling young people to use their time constructively, have fun and develop qualities of self reliance • Enabling young people to learn life skills, knowledge and attitudes

Unit Sector(s)

Not Applicable

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CHCPOL505B Manage research activities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to initiate, manage and act upon research and the resultant recommendations

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range

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Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. *Initiate research* efforts	1.1 Identify and define need for further research and develop proposals in consultation with relevant stakeholders 1.2 Develop research concepts, designs and proposals and test with relevant stakeholders according to needs, timeframes, *resources* and desired outcomes 1.3 Assess feasibility of research proposals against determined *criteria* 1.4 Provide opportunities to encourage participation in research activities 1.5 Incorporate issues related to ethics, validity and reliability in research designs
2. Identify and acquire resources	2.1 Devise and implement strategies to obtain and use necessary human, financial and physical resources to achieve research outcomes 2.2 Make written and oral submissions to obtain the resources, addressing standard requirements for *funding* and usual organisation practice
3. Supervise research being undertaken	3.1 Implement work plan and budget, considering resource and time constraints, and negotiate with all research workers and participants, if relevant 3.2 Regularly monitor progress against the work plan and budget and make changes as necessary 3.3 Create and act on opportunities for feedback, support, advice and debriefing for research workers to ensure quality outcomes 3.4 Create opportunities for stakeholders to *evaluate research* findings and process

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ELEMENT	PERFORMANCE CRITERIA
4. Interpret and act on analysis of research	4.1 Derive recommendations from analysis of the research to address desired outcomes 4.2 Test validity and reliability of research findings against original research plan and confirm with key stakeholders 4.3 Where appropriate, make recommendations for actioning research results

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Management of research models/practices
- Project management models/practices
- Research ethics and codes of conduct
- Consultation models/practices
- Resource management models/practices
- People management models/practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Design research
- Interpret and analyse research
- Complete submission process

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REQUIRED SKILLS AND KNOWLEDGE

- Manage people in a research environment

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Develop consultation protocols
- Facilitate consultation
- Demonstrate application of skills in:
  - high level communication
  - negotiation
  - management of equipment, materials funding
  - use of technology
  - analysis

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • Assessment must include evidence of all aspects of managing research activities

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

The contexts for initiating and coordinating research include:	• Preparation of a range of data:
	  • policy making
	  • strategic planning
	  • marketing
	  • service development and delivery

Initiate research will be carried out and coordinated within requirements established by:	• Research codes of ethics and protocols • Organisation mission, outcomes and objectives • Organisation's program standards • State and commonwealth legislation • Key stakeholders
Criteria to assess the research proposal will include:	• The size and nature of the research sample i.e. Who and how many will be researched • Research methods • Purpose of research and for whom • The human, financial and physical resources required • The nature and scope of the information to be gathered • The timetable
Evaluate research will be based on:	• The value of its usefulness • The feasibility of implementing the recommendations • The findings of previous and current research • Available time and resources • The value of the information and data • The quality and credibility of the methodology
Resources will include:	• Specialist researchers • Funding • Previous research data written, oral and audio-visual sources • Equipment e.g. computer, electronic recording equipment etc

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RANGE STATEMENT

Funding proposals will include:	• Submissions • Tenders • Expressions of interest • Sponsorship • Fee for service • Contracting
Funding sources can include:	• Government state and federal • Philanthropic agencies • Private business and sponsorship • Bequests, donations and other private grants • Money raised by fundraising events • Sale of resources
Support and promotion will include:	• The promotion and dissemination of information about the benefits of the research • Organisation of meetings/forums for broader involvement and interaction with stakeholders • Recruitment of people with research skills and experience • Recruitment of resources and funding

Unit Sector(s)

Not Applicable

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CHCNET503C Develop new networks

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to setup formal networks to benefit the organisation and clients

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of	The Performance Criteria specify the level of performance required to demonstrate achievement of the

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competency.	Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain appropriate *networks*	1.1 Identify and prioritise organisation, professional and individual *networking needs* and established new networks as required to meet client needs and organisation objectives 1.2 Incorporate significant cultural practices, needs and traditions into the networking strategy and its development 1.3 Implement *strategies to develop effective new networks* in consultation with key people and in accordance with organisation objectives 1.4 Make available information about new network to other staff and others as appropriate 1.5 Develop and implement processes for engaging relevant community members to collect and disseminate information as appropriate to ensure effective operation of the network
2. Reflect social and cultural awareness in developing and maintaining networks	2.1 Identify potential discrimination or culturally based obstacles to effective networks and develop and implement strategies to avoid them 2.2 Value cultural difference and diversity as a resource in networks and integrate into practices, relationships and strategies where relevant 2.3 Where individual relationships interfere with the effective operation of networks, take timely remedial action in accordance with organisation procedures, to ensure maximum benefit to clients 2.4 Regularly evaluate effectiveness and relevance of networks against organisation goals and client needs in consultation with key people, and modify appropriately as necessary 2.5 In evaluating effectiveness of networks, consider issues related to cultural expectations, client needs and

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ELEMENT	PERFORMANCE CRITERIA
	organisation's philosophy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Power relationships within and between organisations
- The values and limitations of networks
- The dynamics of networks
- Processes of initiating and supporting community development planning
- Strategic planning
- Existing relevant networks
- Lobbying in the context of organisation protocols

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Ensure networks developed meet the needs of the organisation and its clients

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - negotiation

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REQUIRED SKILLS AND KNOWLEDGE

- reporting and record-keeping
- lobbying
- dealing with diverse and/or specific cultural groups
- Utilise relevant information technology effectively in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communications systems
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or

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EVIDENCE GUIDE

	Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace environment
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Networks may include formal networks such as:	• Key people • Local organisations • Interest and support groups • Lobby groups • Regional specialist and peak associations • Advisory committees • Associations • Businesses • Law enforcement agencies • Government ministers/departments
Networks may serve the purpose of:	• Achieving corporate objectives • Accessing the services and resources of other organisations • Promotion of organisation and/or programs • Strategic planning • Encouraging coordination amongst organisations and workers • Enhancing service delivery
Networking needs may be as a result of, or leading to:	• New government policies • New or reviewed strategic plan • New organisations/services starting up • Restructuring of organisation • Enhanced service delivery • Funding imperatives
Strategies to develop effective new networks may include:	• Liaison with relevant government, community, business and other representatives • Participating and managing formal network committees • Negotiating with relevant organisations for network

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RANGE STATEMENT

participation
- Liaison with other network organisations

Unit Sector(s)

Not Applicable

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BSBADV507B Develop a media plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret an advertising brief to develop a media plan within a given budget. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a supervisory or management advertising role within an advertising team or media organisation. It may also apply to someone working within a direct marketing role who is responsible for planning media requirements for direct marketing campaigns or offers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define media requirements	1.1. Identify the ***target audience characteristics*** from the advertising brief and prepare a detailed ***consumer profile*** which uses the same terms as those used to describe media audiences 1.2. Analyse ***product market factors*** to determine the reach and frequency requirements of advertising media selected 1.3. Analyse the ***creative requirements*** of the advertising message and determine the media implications 1.4. Identify media ***merchandising requirements*** from the advertising brief 1.5. Confirm the media budget and identify ***legal and voluntary constraints***
2. Select media vehicles	2.1. Weigh up the relative merits of identified ***media vehicle*** alternatives taking past media performance into account 2.2. Evaluate and test new or alternative ***media vehicles*** with other advertisers and against proven vehicles 2.3. Select ***media vehicles*** that target the required audience, meet ***media requirements*** and fulfil merchandising requirements within budget 2.4. Select ***media vehicles*** that meet the creative, reach and frequency requirements of the advertising message to be achieved within the budget

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Ensure selected ***media vehicles*** meet legal and ethical requirements
3. Determine the media schedule	3.1. Ensure the duration and ***timing*** of the media schedule meet the requirements of the advertising brief 3.2. Determine the ***distribution*** of messages over the duration of the schedule to meet the requirements of the advertising brief 3.3. Create a ***media schedule*** to the satisfaction of the advertiser 3.4. Develop alternative media schedules for the advertiser within the budget 3.5. Determine testing schedule for the media plan and continually modify media plan in accordance with results obtained
4. Produce a media plan	4.1. Create a media plan which defines the media requirements of the advertising brief and provides evidence to support each requirement 4.2. Specify the recommended media and vehicle/s, and the ***rationale*** for their selection in the media plan 4.3. Ensure the media plan contains a ***budget allocation*** per medium per advertising period 4.4. Identify the anticipated impact of the advertising and ***measures to assess its effectiveness*** in the ***media*** plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to consult on the media schedule • evaluation skills to compare and weigh advantages of one medium over another, and to match characteristics with media requirements • literacy skills to interpret the characteristics of different media and to match them to the requirements of the advertising brief.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• data analysis and matching techniques
• legal and ethical requirements relating to the advertising industry
• organisational products and services offered
• organisational budget and resource constraints
• principles and characteristics of advertising media, types of media and advertising strategies
• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  • anti-discrimination legislation
  • consumer protection laws
  • copyright legislation
• ethical principles
• fair trading laws
  • privacy laws
  • Trades Practices Act
• terms for describing media audiences.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• production of a media plan for an advertising campaign for at least one product or service which:
	  • defines the media requirements of the advertising brief
	  • specifies rationales for media vehicles chosen
	  • contains budgetary allocation for each advertising medium
	• measures to assess effectiveness of media vehicles selected.

Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to an actual workplace or simulated environment • access to office equipment and resources • access to the advertising brief.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of documented media plans • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations of media plans • oral or written questioning to assess budget knowledge • review of media schedule.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBADV511A Evaluate and recommend advertising media options.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Target audience characteristics may include:	• analysis of current customers • attitudes • cultural factors • demographics • duplication or presence on customer and outside lists

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RANGE STATEMENT	
	• existing product usage • geographics • lifestyle • psychographics • social factors • values

Consumer profile may include:	• behaviouristic information such as:
	  • benefits sought by buyer
	  • loyalty status
	  • readiness stage
	  • user status
	• combinations of geographic, demographic and psychographic information often including data on media consumption and retail outlet usage overlaid
	• demographic information such as:
	  • age
	  • education
	  • gender
	  • income
	  • marital status
	  • number of children
	  • nationality
	  • occupation
	  • statistical descriptions
	• geographic information such as:
	  • Census Collector District (CCD)
	  • census information
	  • home address
	  • nation of residence
	  • postcode
	  • state or territory of residence
	  • work address
	• psychographic information such as:
	  • activities
	  • attitudes
	  • interests
	  • lifestyle
	  • opinions

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RANGE STATEMENT	
	• values

Product market factors may include:	• whether a product or service:
	  • is convenient
	  • is differentiated or undifferentiated
	  • is established
	  • is frequently or infrequently purchased
	  • is highly competitive
	  • is new
	  • has a high or low level of audience involvement
	• whether the message characteristics are:
	  • ongoing
	  • simple
	  • unique

Creative requirements may include:	• action • cluttered or uncluttered medium • colour • electronic or physical form • fast production time • intrusive medium • local, national or international medium • longer and more profitable space requirements • longer and more profitable time requirements • paper stock • pictures or illustrations • prestigious medium • printing requirements • production technique costs • response forms • sound • words only
Merchandising requirements may include:	• association with a particular media vehicle to give the perception of safety and value • identification with a particular local community • number of required responses

Legal and voluntary constraints may include:	• codes of practice such as those issued by:
	  • Advertising Federation of Australia
	  • Australian Communications and Media

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RANGE STATEMENT	
	Authority • Australian Competition and Consumer Commission • Australian Performing Right Association • Commercial Radio Australia • Free TV Australia • cultural expectations and influences • ethical principles • legislation, including occupational health and safety legislation • policies and guidelines • regulations • social responsibilities such as protection of children, environmental issues • societal expectations
Media vehicles may include:	• aerial advertising • billboards • cable and satellite television • cinema • direct mail • direct response • exhibitions and trade fairs • internet • point-of-sale • radio • sales literature • sales promotion • sponsorship • television • the press • video • video games • videotext
Media requirements may include:	• number of target audience reached • required number of responses, including: • current customer base versus expected attrition and growth target • conversion factor for multi step offers/campaigns • required cost per response

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RANGE STATEMENT	
Timing may include:	• continuous advertising throughout the year • pre-launch advertising • pre-sale advertising • seasonal advertising
Distribution may include:	• advertisements evenly spread over the time schedule • advertisements in waves, with heavy advertising followed by light or no advertising • generation of a budgeted number of responses at no more than the budgeted cost per response
Media schedule includes:	• number of advertisements • placement of advertisements • size/length of advertisements
Rationale may include:	• dissimilarity to any proven media and/or media vehicle, but worth a controlled test based on similarity between media/vehicle audience and organisational customer base • proven ability to reach target audience in the past • proven ability to generate profitable responses in the past • similarity to proven media vehicle/s • similarity between media vehicle/s, audience and organisational target audience or customer base
Budget allocation may include:	• allocation of online budget based on maximum cost for pay per click • allocation per medium based on number of times media and/or media vehicle can be used within the period while maintaining the budgeted average cost per response • budgeted number of responses required for the period • maximum daily budget
Measures to asses its effectiveness may include:	• attitude measurements • awareness measurements • cost per response • gross profit per contact • inquiry measurements • market tests • media audience measurements

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RANGE STATEMENT	
	• number of responses • opinion measurements • physiological measurements • readership measurements • recall measurements • sales measurements • split cable tests • split-run tests • tests of different creative executions • tests of different direct marketing offers • tests of different media vehicles • theatre tests

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Advertising

Co-requisite units

Co-requisite units		

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TDMMH807B PLAN AND NAVIGATE AN OFFSHORE PASSAGE WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required of a Master 5 or Skipper 3 to plan and navigate a vessel of less than 24 metres in length within offshore limits (200 nm) and determine the vessel's position. This includes the use of coastal navigational charts to plan and conduct the passage and the application of coastal navigational techniques involving a range of instrumentation and navigational aids.** **This unit has been retitled but covers the same functions as previous unit TDMMH801A*Plan and navigate an inshore passage*.**

Application of the Unit

Application of the unit	The unit has applications in the qualification for a Master 5/Skipper 3 as per relevant sections of Part D of the National Standard for Commercial Vessels (NSCV), i.e. Certificate III in Transport&Distribution (Coastal Maritime Operations - Master 5).

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant sections of State and Territory maritime regulations and NSCV/USL Code for a Master 5/Skipper 3.

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Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
.	.
1 Use and care for navigational charts, nautical publicationsand related documentation	a Navigational charts, nautical publications and related documentation are handled and used in ways that ensure continued availability, utility and length of life b Navigational charts, nautical publications, notices to mariners and related documentation are correctly used for voyage planning and identification of navigational hazards in accordance with established procedures
2 Plan route for offshore voyage	a Navigational hazards relevant to a proposed offshore voyage are identified using relevant navigational charts, nautical publications and related documentation b The route for an offshore voyage is determined as per operational instructions and navigational principles and taking due account of identified navigational hazards c Critical points along the proposed route of the voyage are identified and recorded d Appropriate actions to deal with the identified critical points

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ELEMENT	PERFORMANCE CRITERIA
	are developed e Potential navigational contingencies and problems that may occur along the planned offshore route are identified and appropriate strategies for dealing with them are developed and recorded

TDMMH807A PLAN AND NAVIGATE AN OFFSHORE PASSAGE WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

ELEMENT	PERFORMANCE CRITERIA
3 Conductan offshore passage	a Forecasts and interpretation of sea and weather conditions are accurate and appropriate to the planned offshore passage of the small vessel b Meteorological information and observations of sea and weather conditions are correctly interpreted and applied to decisions on the vessel's speed and direction c Information from navigation systems is interpreted and applied to identify navigational hazards and to fix the small vessel's position and to enable decisions to be made concerning the vessel's speed and direction d The selection of the mode of steering is the most appropriate for the prevailing weather, sea and traffic conditions and intended manoeuvres e Required alterations to the small vessel's course or speed are made taking into account prevailing weather and sea conditions, the proximity and course of other vessels, relevant navigational hazards, buoyage, signage and overall passage plan requirements f Alterations to the small vessel's course and speed are appropriate to prevailing circumstances and conditions, comply with relevant maritime regulations and do not put at risk the safety of the small vessel or its passengers and crew or that of other vessels, passengers or crew

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ELEMENT	PERFORMANCE CRITERIA
	g Signals relevant for navigational manoeuvres are made at the appropriate time in accordance with Australian and international regulations h Operational limits of vessel propulsion, steering, power systems and overall trim and stability are not exceeded during navigational manoeuvres
4 Fix small vessel's position within a limited area	a Primary position fixing method is selected in accordance with navigational principles and prevailing conditions b Position is fixed using the selected method and information derived from relevant navigational systems c Checks are made for random, instrument, system and data errors and appropriate corrections and allowances are made to derived courses and bearings d Time interval between fixes is appropriate to the prevailing navigational conditions e Verification of primary position fixing is regularly carried out using appropriate methods f Performance checks and tests of navigation position fixing instruments and systems are carried out in accordance with company procedures and manufacturer's instructions

TDMMH807A PLAN AND NAVIGATE AN OFFSHORE PASSAGE WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

ELEMENT	PERFORMANCE CRITERIA
4 Fix small vessel's position within a limited area (**continued**)	g Position of small vessel is recorded in accordance with regulations and established procedures

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ELEMENT	PERFORMANCE CRITERIA
5 Document and report planned route and passage	a Planned route for a small vessel's offshore voyage is recorded and reported in accordance with procedures and regulations b Plans and strategies for dealing with critical situations and contingencies along the route of an offshore voyage are recorded c Details of an offshore passage, including navigational incidents and related action taken are recorded in the vessel's log in accordance with relevant maritime regulations

TDMMH807A PLAN AND NAVIGATE AN OFFSHORE PASSAGE WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

TDMMH807A PLAN AND NAVIGATE AN OFFSHORE PASSAGE WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

Required Skills and Knowledge

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Use verbal communication skills required when planning and navigating a passage within limits of responsibility of a Master 5 or Skipper 3

2 Read and interpret charts and other published information relevant to planning and navigating a passage within limits of responsibility of a Master 5 or Skipper 3

3 Read and interpret instrument and equipment readings and indications relevant to planning and navigating a passage within limits of responsibility of a Master 5 or Skipper 3

4 Complete any required operational records

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REQUIRED SKILLS

6 Work safely and collaboratively with others when planning and navigating a passage

7 Select and use relevant equipment required when planning and navigating a passage as per standard operating procedures

8 Recognise faulty equipment and take appropriate action as per operating instructions

9 Recognise problems that may be experienced when planning and navigating a passage and take appropriate action

10 Adapt to differences in vessels, and equipment and related standard operating procedures

11 Planning and navigating a passage for a vessel of less than 24 metres

16 Correct a magnetic compass direction/reading for variation and deviation

17 Correct a gyro compass direction for gyro errors

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant sections of State and Territory regulations, NSCV and USL Code dealing with responsibilities of a Master 5 or Skipper 3

2 Principles and procedures of navigation and passage planning, including contingency planning (within the limits of responsibility of a Master 5 or Skipper 3

3 Information required to develop an effective passage plan

4 Procedures for storing and handling navigational charts, nautical publications and related documentation in serviceable condition

5 Principles and procedures for fixing a small vessel's position

6 Procedures for converting one set of coordinates to another

7 Procedures for the calculation of the height of tide for a given time at any place listed using tide tables

8 Errors in common position fixing systems and their effect on observed positions

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REQUIRED KNOWLEDGE

9 Methods for controlling small vessel speed and direction

10 Typical manoeuvring and engine characteristics for small vessels up to 24 m in length, including stopping distances and turning circles at various draughts, speeds and loading

11 Effects on vessel handling of wind, currents and bottom topography

12 Voyage planning and position fixing problems that may be experienced for small vessels on offshore voyages and appropriate action and solutions

13 Small vessel reporting systems

14 Parallel indexing techniques

15 Electronic chart system and errors and procedures for their correct use

Evidence Guide

Evidence Guide

TDMMH807A PLAN AND NAVIGATE AN OFFSHORE PASSAGE WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Plan the offshore passage of a small vessel up to 24 metres in length b Fix the position of a small vessel within offshore waters using all acceptable methods c Identify navigational hazards and make due allowance for them when planning an offshore voyage d Conduct the passage of a small vessel up to 24 metres in length on an offshore voyage, taking into account all relevant

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

	navigational hazards e Access, use and maintain coastal navigational charts, nautical publications and related documentation f Communicate effectively with others when planning an offshore voyage and conducting navigation g Follow reporting procedures in accordance with the relevant maritime regulations
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 planning and conducting an offshore passage 2 identifying and evaluating navigation problems and determining appropriate navigational solutions 3 interpreting and applying information derived from navigational equipment and systems 4 applying required precautions relevant to coastal voyage planning and navigation 5 fixing the position of the small vessel in an offshore area c Shows evidence of application of relevant workplace and regulatory procedures, including: 1 relevant maritime regulations 2 reporting requirements for small vessels 3 job procedures and navigational instructions 4 use of relevant nautical publications and charts

Evidence Guide (**continued**)

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TDMMH807A PLAN AND NAVIGATE AN OFFSHORE PASSAGE WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

2 Evidence required for demonstration of consistent performance **(continued)**	5 procedures for the storage and maintenance of nautical publications and charts d Action is taken promptly to report and/or rectify navigational errors and contingencies e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others
3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a plan a simulated offshore passage and conduct navigation using an appropriate marine simulator in simulated coastal areas and across an appropriate range of navigational hazards; and/or

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b	assist in the planning and conduct of an actual offshore passage for a small commercial vessel up to 24 m in length

Range Statement

Range Statement

TDMMH807A PLAN AND NAVIGATE AN OFFSHORE PASSAGE WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant sections of State and Territory marine regulations, NSCV and USL Code
b. Work is performed:	1 within defined operational procedures, with responsibility for own outputs and limited responsibility for others
c. Work involves:	1 the application of nautical principles to the planning and conduct of an offshore passage and the fixing of a small vessel's position across a range of predictable offshore contexts
2. WORKSITE ENVIRONMENT	
a Vessel may include:	1 any commercial vessel up to 24 metres in length operating within offshore limits

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

b Voyages to be planned and conducted may include:	1 any voyage within offshore limits navigable by the size and type of small vessel concerned 2 passages through: i traffic separation schemes in offshore areas ii tidal restricted areas iii VTS controlled areas iv marine parks
c Navigation may occur in conditions of:	1 *clear visibility using visual navigational techniques* 2 *restricted visibility* 3 clear visibility using a combination of visual and electronic techniques

Range Statement (**continued**)

TDMMH807A PLAN AND NAVIGATE AN OFFSHORE PASSAGE WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

VARIABLE	SCOPE
d Instrumentation and equipment used for navigation and fixing a small vessel's position may include:	1 radar 2 GPS satellite navigation systems 3 integrated navigation systems and electronic chart systems 4 magnetic compasses 5 gyro compasses and repeaters 6 chronometers and sextants

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VARIABLE	SCOPE
	7 azimuth mirrors and vanes 8 pelorus 9 doppler and electromagnetic logs 10 depth sounders
e The use of navigational aids to assist safe navigation may include:	1 avoidance of collision with another vessel 2 fixing the position of the vessel 3 tracking of other vessels 4 assistance in making of command navigational decisions 5 navigating during search and rescue operations
f Position fixing techniques may include:	1 visual bearings of landmarks, coastal features and all aids to navigation such as lighthouses, beacons and buoys 2 dead reckoning, taking into account winds, tides, currents and estimated speed 3 radar fixes 4 using parallel indexing 5 electronic navigational systems
g Documentation and records may include:	1 relevant sections of State and Territory marine regulations, NSCV/USL Code 2 operational orders 3 navigational charts of offshore waters 4 annual and weekly notices to mariners 5 navigational warning records 6 small vessel's log

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VARIABLE	SCOPE
	7 small vessel manufacturer's instructions and recommended procedures 8 instructions of relevant maritime authorities

Range Statement (**continued**)

TDMMH807A PLAN AND NAVIGATE AN OFFSHORE PASSAGE WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

VARIABLE	SCOPE
h Applicable legislation, regulations and codes may include:	1 relevant sections of State and Territory marine regulations, NSCV/USL Code 2 regulations for preventing collisions at sea 3 SOLAS Convention and STCW Code 4 relevant international, Commonwealth, State and Territory OH&S legislation 5 Guidelines and criteria for vessel reporting systems

Unit Sector(s)

Not applicable.

Field

Field MH Navigation

Relationship to other units

Relationship to	The unit may be assessed in conjunction with other units that

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other units	relate to the functions of the occupation(s) concerned.

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LGAPLEM404A Prepare and present geographic information systems data

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers designing, generating and producing information to meet user requirements.

Application of the Unit

Application of the Unit This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Employability Skills Information

Employability Skills This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify presentation requirements**	1.1. Presentation requirements are determined in consultation with end user. 1.2. Extent, content and intended use of output are considered in recommending presentation format and medium.
2. **Format and present data**	2.1. Relevant data elements are assembled. 2.2. Procedures are designed for formatting data into compatible format. 2.3. Data formats are selected to meet customer requirements. 2.4. Information is presented to meet user requirements using suitable media in an attractive, informative and useable manner. 2.5. Information is presented in line with appropriate Australian standards.
3. **Ensure customer satisfaction**	3.1. Work is completed in line with council quality requirements . 3.2. Feedback is sought from customer regarding satisfaction with information and presentation. 3.3. Any areas of dissatisfaction are resolved in line with council policies and procedures. 3.4. Customer feedback is analysed and used as a quality improvement tool.

Hidden text

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- layout and design
- attention to detail
- consultation and negotiation with customers.

Required Knowledge

- display principles including colour, composition, layout, text and line style, appropriate scale, media, font types and sizes, legends and projectives
- use of software and hardware such as GIS, CAD, desktop publishing, desktop mapping, multimedia, graphic animation, plotters, printers and terminals
- Australian standards: drawing
- council policies relevant to information presentation.

Hidden text

Evidence Guide

EVIDENCE GUIDE

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	Customer requirements are met. Presentation is in line with Australian standards.
Context of assessment	On the job or in a simulated work environment.
Relationship to other units(prerequisite or co-requisite units)	Prerequisite units: nil. Co-requisite units: nil.
Method of assessment	The following assessment methods are suggested:

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EVIDENCE GUIDE

	• observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation third-party reports from experienced practitioners completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.
Resource implications	Access to a workplace or simulated case study that provides resources, including: • relevant software and hardware such as GIS, CAD, desktop publishing, desktop mapping, spreadsheets, word processing, multimedia, graphic animation, plotters, printers and terminals.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Output formats may include:	• hard copy • digital graphic output • spreadsheets • databases • word processing documents • maps • sticky labels • desktop published documents.
Quality requirements may include:	• percentage rework • allowable time frame durations.

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Unit Sector(s)

Unit Sector Planning Units

Hidden text

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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TAETAS401A Maintain training and assessment information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the training and assessment information requirements of the organisation and other relevant bodies, including the timely dissemination of accurate information to learners on training and assessment services and the recording and reporting of training and assessment service data.

Application of the Unit

Application of the unit	In smaller training and/or assessment organisations, this unit will typically be used by trainers, facilitators, assessors, and training and assessment consultants. In larger training and/or assessment organisations, this unit will typically be used by personnel where this function is a major part of their work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide initial and ongoing information and advice on training and assessment services	1.1. Provide potential learners with relevant information about the range of training and assessment services provided by the training and/or assessment organisation 1.2. Explain specific program content and assessment requirements to learners in a clear and concise manner 1.3. Confirm ***training schedule*** with ***relevant personnel*** and disseminate to learners 1.4. Access, provide and explain relevant organisational policies and procedures relating to training and/or assessment services to learners according to ***organisational and legal requirements***
2. Complete training and assessment records	2.1. Collect, verify and record personal learner information on learner ***records management system*** 2.2. Collect, verify and record ***details of the specific learning strategy and learning program*** on the learner records management system 2.3. Confirm and record relevant ***additional requirements*** 2.4. Confirm and record learner progress and assessment outcomes in a timely manner

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Organise ***certification processes*** according to national reporting requirements, where appropriate 2.6. Address ***custody and management requirements*** of training and/or assessment information and records
3. Complete reporting requirements	3.1. Complete and forward final results to appropriate personnel for signature, using ***systems to support reporting*** 3.2. Finalise, check and provide data for national reporting purposes to appropriate personnel for signature 3.3. Identify, document and address ***issues and irregularities*** in recording and reporting activities in a timely and effective manner 3.4. Refer issues and irregularities outside area of responsibility or expertise to appropriate personnel for resolution, if relevant 3.5. Finalise certification arrangements, send to learners and store copies according to organisational and legal requirements, where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- language and literacy skills to:
  - elicit appropriate and critical information from learners in order to complete recording requirements
  - prepare national and state or territory reporting information
  - liaise with personnel, including managers and supervisors, from the training and/or assessment organisation
  - liaise with appropriate external authorities
  - analyse a wide range of documents
- self-management and organisational skills relating to planning, and meeting deadlines and organisational and regulatory requirements

Required knowledge

- organisational policies and procedures relating to records and reporting procedures,

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REQUIRED SKILLS AND KNOWLEDGE

and disseminating information to learners
• established training and assessment information systems
• training and assessment services provided by the organisation
• requirements for collecting, recording and reporting vocational education and training information
• Australian Quality Training Framework and AVETMISS requirements, covering:
  • records management
  • reporting requirements
• relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, for example:
  • copyright and privacy laws in terms of electronic technology
  • security of information
  • recording information and confidentiality requirements
• OHS responsibilities associated with maintaining training and/or assessment information requirements

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • provide initial and ongoing advice on training and/or assessment services, programs and specific information requirements to a range of learners • manage records relating to a range of learners • organise certification processes for a range of learners • complete AVETMISS and in-house reporting documentation for a learning program, covering a range of learners.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • range of electronic equipment and/or resources for recording and reporting requirements • supervisors or appropriate personnel.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Training schedule may include:	• program start dates and end dates • what areas training will address • dates and times when training is scheduled • venue where training will take place • trainers, facilitators and assessors responsible for delivery and assessment.
Relevant personnel may include:	• trainers, facilitators and assessors • program coordinators • supervisors and managers • personnel responsible for analysing statistics and data to ensure the training and/or assessment organisation complies with relevant standards across all operations and training and/or assessment activities • users of training information, such as finance personnel, human resource personnel, and employers • contract managers

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RANGE STATEMENT	
	• union and employee representatives.

Organisational and legal requirements may include:	• registration requirements, as defined in the AQTF Standards for Registered Training Organisations
	• state or territory legislation and regulations governing registration and accreditation
	• requirements of endorsed training packages
	• requirements set by commonwealth and state or territory legislation relating to:
	  • OHS
	  • anti-discrimination
	  • workplace and industrial relations
	  • workers' compensation.

Records management system provides:	• administrative tool to manage learner progress from enrolment to completion.
Details of specific learning strategy and learning program may include:	• training and/or assessment organisation details and training and assessment location • program of training, unit of competency or module • learner information, such as enrolment form details • enrolment, including start date, end date and outcome/results • qualification completed • internal or local learning program coding.
Additional requirements may include:	• fees to be paid • payment scheduling • legal and contractual agreements • training contract information.

Certification processes may include:	• using correct certification form
	• entering critical details, for example:
	  • name of learner
	  • name of learning program successfully completed
	  • assessment result
	• processes relating to qualification, Statement of Attainment or internal organisational award, such as:
	  • dating and signing
	  • forwarding to learner
	  • sending copy to relevant authority
	  • storing copy according to organisational and legal requirements.

Custody and	• secure physical and electronic storage of training and

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RANGE STATEMENT	
management requirements may include:	assessment records and information • authorised access to training and assessment records and information • secure disposal or return of training and assessment records and information.
Systems to support reporting may include:	• electronic student management system that complies with Student Statistical Collection Guidelines • internal organisational recording and reporting systems • arrangements for issuing qualifications or Statements of Attainment • arrangements for recognising and recording current competencies • record-keeping policies and procedures.
Issues and irregularities may include:	• inaccuracies or inconsistencies • lost information and records • not meeting timelines for reporting • OHS issues.

Unit Sector(s)

Unit sector	Training advisory services

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDES401A Design and develop learning programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

Application of the Unit

Application of the unit	This unit typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define parameters of the learning program	1.1. Clarify ***purpose*** and type of learning program with key stakeholders 1.2. Access and confirm the competency standards and ***other training specifications*** on which to base the learning program 1.3. Identify language, literacy and numeracy requirements of the program 1.4. Identify and consider characteristics of the target learner group
2. Work within the vocational education and training (VET) policy framework	2.1. Access relevant ***VET policies*** and frameworks, and apply to work practices 2.2. Identify changes to training packages and accredited courses and apply these to program development 2.3. Conduct work according to organisational quality assurance policies and procedures
3. Develop program content	3.1. Research, develop and document specific subject matter content according to agreed design options 3.2. Evaluate existing learning resources for content relevance and quality 3.3. Specify assessment requirements of the learning program

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ELEMENT	PERFORMANCE CRITERIA
4. Design structure of the learning program	4.1. Break the learning content into manageable segments and document timeframe for each segment 4.2. Determine and confirm ***delivery strategies*** and required assessment methods and tools 4.3. Document complete learning program in line with organisational requirements 4.4. Review complete program with key stakeholders and adjust as required 4.5. Ensure a safe learning progression by analysing risks in the learning environment and including a risk control plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- organisational skills to ensure resources are available and suitable
- evaluation skills to determine the time required for each learning segment and the overall timelines of the learning program
- cognitive skills to develop the learning program content and design its structure
- language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts

Required knowledge

- information about training package developers and course accreditation agencies responsible for specific learning program parameters
- training packages and relevant competency standards to be used as the basis of the learning program
- other performance standards and criteria to be used as the basis of the learning program, where relevant
- distinction and relationship between a training package/accredited course, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- sound knowledge of learning principles
- instructional design principles relating to different design options for learning program design and structure
- availability and types of different relevant learning resources, learning materials

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REQUIRED SKILLS AND KNOWLEDGE
and pre-developed learning activities • methodology relating to developing and documenting new learning activities and related learning materials • different delivery modes and methods • relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector • relevant OHS knowledge relating to the work role, and OHS considerations that need to be included in the learning program

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• design, develop and review learning programs within the VET context
	• prepare and develop a minimum of two learning programs:
	  • that contain differentiated learning program designs to reflect particular needs, contexts and timelines
	  • at least one of which must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module.

Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for	For further information about assessment of this and other TAE

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EVIDENCE GUIDE	
assessment	units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purpose may include:	• developing vocational competency or vocational skills • developing language, literacy and numeracy skills • developing general education • meeting legislative, licensing and registration requirements, such as OHS requirements.
Other training specifications may include:	• curriculum specifications • product specifications • organisational work requirements and training needs • induction needs • language, literacy and numeracy development needs • regulatory and licensing requirements.
Vocational education and training policies may include:	• policies and procedures set by national organisations, such as the National Quality Council • Australian Quality Training Framework • other relevant policies.

Delivery strategies may include:	• focus of delivery in terms of size and type of group
	• context of delivery, for example:
	  • in the workplace
	  • in a training room
	  • in a community setting
	• mode of delivery, for example:
	  • face-to-face
	  • online
	  • blended delivery mode
	• delivery methods, for example:

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RANGE STATEMENT	
	• lock-step, learner-paced and mixed • interactive, participative and collaborative • blended delivery methods.

Unit Sector(s)

Unit sector	Learning design

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL403A Coordinate and facilitate distance-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and facilitate a distance-based learning process.

Application of the Unit

Application of the unit	This unit typically applies to trainers, facilitators, teachers, and training and assessment consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for distance-based learning	1.1. Access, read and interpret ***learning strategy*** and ***learning program*** to determine learning objectives and outcomes to be met 1.2. Develop knowledge of group, individual learner styles and learner characteristics to support effective planning for distance-based learning 1.3. Select and evaluate learning resources for appropriateness, and ***contextualise*** them for distance-based learning where required 1.4. Develop ***distance delivery-management plan***, using knowledge of learning principles and research to date 1.5. Identify and organise ***support mechanisms*** and means of communicating with learners
2. Manage distance-based learners	2.1. Confirm expectations and requirements through ***direct contact*** and clarify any issues or questions 2.2. Establish distance-based learning relationships between trainer/facilitator and learners 2.3. Progressively distribute learning resources and learning materials according to plan and learner needs
3. Monitor learner progress	3.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 3.2. Develop and implement strategies to address learner difficulties and techniques for maintaining motivation and commitment 3.3. Provide support and guidance outside the formal communication process, where appropriate 3.4. Maintain, store and secure learner records according

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ELEMENT	PERFORMANCE CRITERIA
	to organisational and legal requirements
4. Review distance-based learning process	4.1. Gather feedback to review own management of the distance-based process 4.2. Analyse feedback to determine success of the distance-based learning in meeting learner needs and expectations 4.3. Reflect on own performance as a coordinator/facilitator and document improvement plans 4.4. Identify and document options for improving the distance-based learning process, and discuss with relevant personnel for future action

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills using different mediums to establish rapport and provide guidance
- initiative and enterprise skills to:
  - contextualise existing resources to suit the distance-based learning method
  - developdelivery-managementplan to reflect delivery method and learner styles
- interpretation skills to interpret and transfer the learning strategy and learning program to distance mode
- organisational skills to manage learners by distance
- problem-solving skills to:
  - offer flexible solutions to suit a range of learner needs
  - resolve disability and support needs
- technology skills to:
  - incorporate different delivery methods into the distance delivery-management plan
  - use a range of technology for direct contact with learners
- time-management skills to coordinate and facilitate a distance-based learning program

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• sound knowledge of adult learning principles
• sound knowledge of learner styles
• content and requirements of the learning strategy and learning program to be used in distance delivery
• characteristics and needs of individual distance learners
• use of technology to support distance-based learning
• techniques for maintaining motivation and commitment of distance learners
• availability and types of support mechanisms relevant to distance learners
• relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
• OHS relating to the work role, including:
  • reporting requirements for hazards
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • facilitate distance-based learning • provide evidence of at least two examples of organising and facilitating distance learning, showing that training package units or accredited course curriculum were used as the benchmarks for learning.
Context of and specific	Evidence must be gathered in the workplace wherever possible.

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EVIDENCE GUIDE	
resources for assessment	Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learning strategy may include:	• documented framework to guide and structure learning requirements and teaching/delivery and assessment arrangements.
Learning program may include:	• documented guide to support a cohesive and integrated learning process for the learner.
Contextualised may include:	• modify examples, case studies, activities and templates with industry/enterprise context-specific information, to be more relevant to learners.
Distance delivery-management plan may include:	• learning outcomes • sequence, packaging, timing and distribution requirements of specific learning resources and learning materials • timelines for completing learning outcomes and learning activities • formative assessment requirements • expectations of the learner • instructions to the learner • list of other learners.
Support mechanisms may include:	• contact numbers for help or guidance • email or phone tutoring • workplace mentoring by supervisors or managers

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RANGE STATEMENT	
	• learning partners • contact numbers of other learners • equipment needs • disability and support needs.
Direct contact may include:	• telephone • face-to-face • video conference.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL401A Plan, organise and deliver group-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret learning environment and delivery requirements	1.1. Access, read and interpret ***learning program documentation*** to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2. Develop ***session plans*** and document these for each segment of the learning program 2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1. Contextualise existing learning materials to meet the needs of the specific learner group 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3. Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2. Use the diversity of the group as another resource to

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ELEMENT	PERFORMANCE CRITERIA
	support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 4.4. Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage ***inappropriate behaviour*** to ensure learning can take place 5.4. Maintain and store learner records according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
  - synthesising information and ideas
  - preparing equipment, such as data projectors and computer presentation applications
  - speaking with appropriate tone and pitch
  - using language appropriate to audience
  - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
  - every individual has an opportunity for participation and input
  - group cohesion is maintained
  - behaviour that puts others at risk is observed, interpreted and addressed
  - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
  - identify critical points, issues, concerns and problems
  - identify options for changing behaviours
- oral communication and language skills to:

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REQUIRED SKILLS AND KNOWLEDGE
• motivate learners to transfer skills and knowledge • engage with the learner • interpersonal skills to maintain appropriate relationships and ensure inclusivity • observation skills to monitor individual and group progress
Required knowledge

• introductory knowledge of learning theories
• sound knowledge of learning principles
• sound knowledge of learner styles
• industry area and subject matter of the delivery
• learner group profile, including characteristics and needs of individual learners in the group
• content and requirements of the learning program and/or delivery plan
• different delivery methods and techniques appropriate to face-to-face group delivery
• techniques for the recognition and resolution of inappropriate behaviours
• behaviours in learners that may indicate learner difficulties
• organisational record-management systems and reporting requirements
• evaluation and revision techniques
• specific resources, equipment and support services available for learners with special needs
• relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
• OHS relating to the facilitation of group-based learning, including:
  • assessment and risk control measures
  • reporting requirements for hazards
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information
  • role of key workplace persons
• policies and procedures relevant to the learning environment

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• facilitate group-based learning by preparing and delivering a series of training sessions, including:
	  • at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs
	  • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed
	• identify and respond to diversity and individual needs
	• access and use documented resources and support personnel to guide inclusive practices.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Learning program documentation may include:	• competencies or other benchmarks to be achieved
	• for each chunk or segment of the learning program:
	  • specific learning outcomes derived from the benchmarks
	  • overview of content to be covered
	  • learning resources, learning materials and activities
	  • delivery methods
	• number and duration of training sessions or classes required, and overall timelines
	• OHS issues to be addressed in delivery
	• identification of assessment points to measure learner progress
	• assessment methods and tools to be used to collect evidence of competency, where assessment is required.

Session plans may include:	• outline of objectives and content to be addressed • plan of delivery methods and learning activities to be used within the session • timelines and duration for each learning activity • formative assessment points and opportunities • learning materials required.
Inappropriate behaviour may include:	• violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.

Unit Sector(s)

Unit sector	Delivery and facilitation

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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BSBWOR403A Manage stress in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage own stress and the stress of others stress in a team environment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to the understanding and management of own stress and team stress in the workplace. Competence in this unit requires managing own stress and managing the stress within a team by using effective strategies and initiatives to reduce stress and to improve the resilience of staff to withstand the stresses associated with a customer contact environment. This will require application of sound occupational health and safety (OHS) management in accordance with legislation and organisational policies and guidelines. This role is undertaken by staff with managerial responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop and implement personal stress management strategy	1.1. Recognise ***signs and sources of stress*** 1.2. Use appropriate techniques to manage own stress 1.3. Maintain personal stamina and resilience 1.4. Maintain personal work/life balance 1.5. Become a role model in managing stress and time
2. Develop stress management strategies and techniques within a team	2.1. Analyse and understand potential ***sources of fatigue*** and stress in the work environment 2.2. Develop an understanding of a range of ***stress management techniques*** within a team 2.3. Develop techniques to support the achievement of ***key performance indicators*** (***KPIs***) ***and priorities*** 2.4. Encourage team members to support each other in managing stress 2.5. Adopt strategies to effectively reduce, manage and

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ELEMENT	PERFORMANCE CRITERIA
	deal with stress within a team 2.6. Adopt ***stamina management strategies*** to maximise performance 2.7. Develop techniques to assist team members to recover effectively from a ***stressful or difficult situation***
3. Implement stress management techniques within a team	3.1. Adopt work routine and procedural strategies to minimise stress and fatigue within a team 3.2. Use appropriate ***time management tools and techniques*** 3.3. Develop individual/group training and development program as required 3.4. Use team meetings and other opportunities to discuss stress management techniques and to coach staff in using these techniques 3.5. Regularly evaluate tools, techniques and strategies 3.6. Develop team awareness of sources of internal and external support
4. Develop team and morale building strategies	4.1. Develop a strategy to engage and develop team members 4.2. Develop a communication strategy within a team 4.3. Manage and use team meetings effectively 4.4. Develop a supportive and responsive team environment 4.5. Delegate effectively to further empower and motivate team members
5. Monitor and address stress levels within a team	5.1. Monitor individual staff performance against performance requirements 5.2. Conduct regular staff reviews to identify variations and difficulties impacting on work requirements 5.3. Monitor and support team members when in stressful situations 5.4. Respond appropriately to behavioural signs of stress among team members 5.5. Monitor work/life balance of team members 5.6. Discuss outcomes and develop action plans with team members as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• coaching and mentoring skills to give feedback in difficult and tense situations • communication skills to conduct effective formal and informal meetings and to communicate with personnel at all levels of the organisation • communication skills to relate to people from diverse backgrounds and people with diverse abilities • consultation and negotiation skills to establish and implement development plans and actions for team members • interpersonal skills to establish rapport and to build relationships with team members • leadership skills to gain the trust and confidence of colleagues and team members • literacy skills to clearly articulate information, ideas and advice • organisational skills to manage own tasks within timeframes • problem-solving skills to creatively and positively address issues that arise • self-management skills to be an excellent role model for a team • team building skills to ensure cohesion within a team.
Required knowledge
• behavioural management techniques • internal and external sources of assistance • job role priorities and KPIs • OHS principles and requirements • signs and sources of existing and potential stress or difficult situations • stress management and reduction techniques • time management tools and techniques • workplace policies and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • explanation of signs and sources of stress • explanation of job role priorities and KPIs • ability or strategy to recover from stressful contact • work stamina and implementation of work/life management strategies • knowledge of OHS principles and requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace information and data • access to performance management, development plan and training records • access to relevant legislation, standards and guidelines • access to staff feedback and satisfaction survey records.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral and/or written questioning to assess knowledge of signs and sources of stress, and time management tools and techniques • direct observation of the candidate effectively managing time and work priorities • oral and /or written questioning of the process for the candidate to work through and recover from a stressful situation with a team member during and after the situation • review and analysis of attendance records • review of development plans and feedback for team members • review of minutes of team meetings.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • relevant management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Signs of stress may include:	• absence from work • conflict • fatigue • lack of self-esteem and confidence • poor work performance • sickness
Sources of stress may include:	• challenging KPIs and/or priorities • complex tasks • difficult customer contact • external factors • inadequate physical environment • interpersonal relationships
Sources of fatigue may include:	• ergonomic factors • excessive overtime • external issues • overload of information • repetitive tasks and/or contacts • shift rostering and hours of work
Stress management techniques may include:	• debriefing with peers and/or line manager • relaxation methods • specific training • stretching and exercises • taking breaks
Key performance indicators (***KPIs***) ***and priorities*** may include:	• adherence to schedule • average handling time • call rates • customer satisfaction feedback • quality assurance requirements • sales targets • targets
Stamina management strategies	• management of personal wellbeing, for example:

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RANGE STATEMENT	
may include:	• breaks • hydration • life balance • meals • recognising fatigue • management of the environment, for example: • climate • ergonomics • noise • management of work, for example: • minimising re-working • sequencing tasks
Stressful or difficult situations may include:	• angry customer • changing regulations and legislation • customer abuse • customer complaint • high number of customer contacts • sensitive customer situations • unreliable technology
Time management tools and techniques may include:	• diarising and/or scheduling tasks and time • organising information • prioritising tasks • self-managing training requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

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Co-requisite units

Co-requisite units		

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AHCOHS401A Maintain occupational health and safety (OHS) processes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers maintaining OHS processes and defines the standard required to: facilitate meetings and document actions to consider OHS issues in the workplace; distribute information concerning OHS processes and requirements to staff; establish procedures to document the identification of hazards and assessment of risk covering the operations of the enterprise; provide staff with OHS training in risk assessment, and other areas nominated by risk controls; put emergency procedures in place and organise for safety drills; maintain health and safety records.

Application of the Unit

Application of the unit	This unit applies to nominated OHS representatives in a workplace.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide information about occupational health and safety	1.1. Relevant provisions of OHS legislation and Codes of Practice are accurately and clearly explained to the work group. 1.2. Information on enterprise OHS policies, procedures and programs is provided in a readily accessible manner, and is accurately and clearly explained to the work group. 1.3. Information about identified hazards and the outcomes of risk assessment and control procedures is regularly provided, and is accurately and clearly explained to the work group.
2. Facilitate the participation of workers in OHS observance and decision-making	2.1. Enterprise procedures for consultation over OHS issues are implemented and monitored to ensure that all members of the work group have the opportunity to contribute. 2.2. Procedures whereby workers report OHS hazards, risks are assessed and action taken to control risks, are clearly described to the work group. 2.3. Issues raised through consultation are dealt with and resolved promptly, or referred to the appropriate personnel for resolution in accordance with workplace procedures for issue resolution. 2.4. The outcomes of consultation over OHS issues are promptly communicated to the work group.

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ELEMENT	PERFORMANCE CRITERIA
3. Implement procedures for identifying hazards and assessing and controlling risks	3.1. Existing and potential hazards which are identified are reported so that adequate risk assessment and effective control measures are implemented. 3.2. Work procedures to control OHS risks are implemented by the work group and regular monitoring occurs to ensure ongoing adherence and effectiveness of risk control. 3.3. Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control, and reported to designated personnel/management. 3.4. Inadequacies in allocation of resources to ensure safe work practice are identified and reported to management. 3.5. Existing risk control measures are monitored and results reported regularly in accordance with workplace procedures.
4. Implement workplace procedures for dealing with emergencies and hazardous events	4.1. Workplace procedures for dealing with OHS emergencies are implemented where necessary to ensure that prompt and effective control action is taken. 4.2. OHS emergencies are reported in accordance with established enterprise procedures. 4.3. Control measures to prevent recurrence and minimise risk of emergencies and hazardous events are implemented based on the hierarchy of control, or alternatively, referred to designated personnel for implementation.
5. Implement and monitor enterprise procedures for providing OHS training	5.1. OHS induction and training needs are identified accurately, specifying the gaps between OHS competencies required and those held by the work group. 5.2. Arrangements are made for meeting identified OHS training needs in both on and off-the-job training programs in consultation with relevant parties.
6. Implement and monitor enterprise procedures for maintaining occupational health and safety records	6.1. OHS records for work area are accurately and legibly completed in accordance with workplace requirements for OHS records, and legal requirements for the maintenance of records of occupational hazards, risk control, injury and disease events. 6.2. Aggregate information from OHS records is used to identify hazards and monitor risk control procedures

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ELEMENT	PERFORMANCE CRITERIA
	within work area according to enterprise procedures and within scope of responsibilities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• facilitate the participation of workers in OHS observance and decision-making • identify OHS hazards and conduct the risk assessment process • respond to emergencies and OHS issues in an appropriate and timely manner • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• hazards in the workplace • relevant OHS legislation and Codes of Practice • risk control measures • the hierarchy of OHS risk control and its implementation for hazards in land-based industries • communication and engagement strategies with workers • suitable communication techniques • relevant enterprise management systems and procedures • accident/incident investigation • participative work practices.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • facilitate meetings and document actions to consider OHS issues in the workplace • distribute information concerning OHS processes and requirements to staff • establish procedures to document the identification of hazards and assessment of risk covering the operations of the enterprise • provide staff with OHS training in risk assessment, and other areas nominated by risk controls • put emergency procedures in place and organise for safety drills • maintain health and safety records.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
OHS processes may include:	• all OHS processes identified in OHS legislation and regulations and industry Codes of Practice.

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Unit Sector(s)

Unit sector	Occupational health and safety

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG602A Develop a plant pest destruction strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing a plant pest destruction strategy and specifies the outcomes required to develop a strategy for the destruction of plant pests for the purposes of eradication. The plant pest destruction strategy forms part of the Australian Emergency Plant Pest Response Plan (PLANTPLAN).

Application of the Unit

Application of the unit	This unit applies to personnel who have been appointed or engaged to undertake a role within a plant pest incursion. The unit may also apply to personnel involved with planning responses to emergency animal diseases and aquatic animal diseases.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain and analyse information for inclusion in the plant pest destruction strategy	1.1. Characteristics of plant pest that may determine best method of destruction are identified. 1.2. Characteristics of host plants and/or plant products are identified. 1.3. Possible destruction treatments are identified and estimated costs are obtained.
2. Determine destruction methodology	2.1. Pre-treatments that will limit organism's risk of escape are identified. 2.2. Affected areas, including buffer areas, are identified. 2.3. Occupational health and safety and environmental standards that will apply to all phases of destruction strategy are identified, incorporated into destruction methodology and documented. 2.4. Most cost-effective, safe and effective method of destruction is selected as appropriate for circumstances. 2.5. Contingencies for prevailing weather conditions are developed. 2.6. Instructions for destruction teams are developed, including specific checklists on performance of operations. 2.7. Need for approvals associated with destruction activities is identified and documented. 2.8. Biosecurity issues are identified and contingency plans are prepared.
3. Determine the required resources	3.1. Resources required for implementation of destruction strategy are determined in conjunction

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ELEMENT	PERFORMANCE CRITERIA
	with technical experts and are documented.
4. Develop communication procedures	4.1. In conjunction with communications manager, procedures and protocols for communicating with contractors, emergency services, property owner/manager, government, media and other stakeholders are developed. 4.2. Plant pest destruction strategy is communicated to appropriate authorities.
5. Determine post-destruction processes	5.1. Review processes to evaluate effectiveness of plant pest destruction treatments are determined. 5.2. Surveillance needed to demonstrate pest-free areas is determined. 5.3. Review processes to evaluate effectiveness of plant pest destruction strategy are determined.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- costing alternative destruction treatments
- developing a budget
- planning biological strategies
- researching and analysing information
- supervising others working in a special purpose team
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• approvals required for such things as burning • communication procedures and protocols • crop destruction methods • equipment needed for plant pest destruction • government processes • group of organisms relevant to strategy being developed • legislation and regulations defining and affecting destruction of plant pests • logistics requirements • rates and methods of application of selected biocides • relevant guidelines, including PLANTPLAN.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	The critical requirements for this unit of competency as a whole are listed below:
	• assessment must confirm one's ability to:
	  • plan pre-treatment, destruction and site clean-up
	  • communicate plans to destruction teams, contractors and emergency services.

Context of and specific resources for assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to develop a plant pest destruction strategy. The candidate must also have access to a functioning control centre, or a control centre established for a plant pest response simulation exercise.
Method of assessment	Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in a real or simulated plant pest incursion

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EVIDENCE GUIDE	
	response.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to develop a plant pest destruction strategy must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events. For example, this could include work within urban, farming, forestry and natural environments.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

Characteristics of plant pest to be analysed may include:	• likely efficacy of treatment considering the susceptibility of pest and life form of organism, such as resistant spore forms in soil
	• means of organism dispersal, escape points and associated risks
	• position of pest in/on host organism:
	  • on or inside plants:
	  • leaves
	  • stems
	  • fruit
	  • seeds
	  • roots
	  • tuber bulbs
	  • in the soil:
	• risks of survival post-treatment.

Characteristics of host plants and/or plant products to be analysed may include:	• analysis of morphological characteristics such as:
	  • cellulose or lignified
	  • perennial or annual

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RANGE STATEMENT	
	• size • extent of root system • presence of fruits or other materials that may be difficult to treat by usual destruction methods • identity, area, location and other important characteristics of host plants/plant products such as ownership.
Pre-treatments may include:	• application of pesticides to close down escape routes of organism, such as: • spores • winged insects.
Approvals may be required for activities such as:	• burial and/or disposal of affected plants and plant products • chemical use • destruction of vegetation on public land • environmental approvals • excessive noise • fires.
Resources required for plant pest destruction treatments may include:	• contractors • destruction teams • emergency services to control site access • equipment for affected host organism removal and transportation • equipment for site clean-up • equipment for application of treatments and biocides.
Communication strategies with stakeholders may involve a range of methods such as:	• liaison with technical experts • reporting to appropriate authorities • reporting to media.
Appropriate authorities may include:	• chief plant health manager • consultative committee on emergency plant pests • planning manager • survey manager.
Review of effectiveness of plant pest destruction treatments may involve:	• checks of biosecurity of routes for off-site disposal of affected material • integrity of disposal and burial areas • site inspection for signs of infected material and unacceptable debris.

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RANGE STATEMENT	
Review of effectiveness of plant pest destruction strategy may need to consider:	• best timing for review • checks required on possible points of weakness of destruction program • detailed analysis of effectiveness • resources required for review.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG601A Develop a plant pest survey strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing a plant pest survey strategy and specifies the outcomes required to develop a strategy for plant pest surveys. It specifies elements for determining the presence, distribution and/or prevalence of a plant pest or for confirming that the pest is not detectable. This work may be conducted as part of an emergency response to an incursion or as part of routine surveillance, and will be conducted in line with established standards and protocols.

Application of the Unit

Application of the unit	This unit applies to personnel who have been appointed or engaged to undertake a role within a plant pest incursion. This unit may also apply to personnel involved with planning responses to emergency animal diseases and aquatic animal diseases.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain and analyse biological information for survey design	1.1. Biological and dispersal characteristics of pest are identified. 1.2. Impact of climate on reproduction rate and predicted distribution of pest are determined. 1.3. Geographical distribution of the host(s) is identified. 1.4. Information is analysed to determine priority areas to be surveyed.
2. Develop survey methodology	2.1. Particular type of survey to be designed is determined according to phase of incursion. 2.2. Appropriate biometric design that will satisfy confidence limits is selected in consultation with technical experts and according to relevant standards and protocols. 2.3. Field data collection methodology is determined. 2.4. Quality assurance standards that will apply to survey are identified and incorporated in survey methodology and documentation. 2.5. Appropriate diagnostic tests are selected for use in confirming pest presence in samples to be collected. 2.6. Instructions for survey teams are developed.
3. Determine the resources required	3.1. Resources required for survey activities are determined in conjunction with technical experts and are documented.

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ELEMENT	PERFORMANCE CRITERIA
4. Obtain approval for the survey design	4.1. Survey design is documented according to protocols and standards. 4.2. Survey design is submitted to appropriate authorities for approval.
5. Determine post-survey review processes	5.1. Review processes are determined to evaluate conduct and effectiveness of survey program.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- high level interpretation of information to determine distribution of pests in relation to biology, climate and vegetation
- working with other technical experts
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- detailed knowledge of a range of biological survey methods
- detailed knowledge of application of biometric principles to biological survey design
- detailed knowledge of biology of groups of pests and pathogens relevant to survey
- detailed knowledge of types and distribution of hosts relevant to survey
- knowledge of plant and animal industries and potential impact of incursions
- legislation and regulations defining and affecting management of incursions
- Australian Emergency Plant Pest Response Plan (PLANTPLAN).

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The critical requirements for this unit of competency as a whole are listed below: • assessment must confirm one's ability to develop and document a plant pest survey strategy according to prevailing standards and protocols.
Context of and specific resources for assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to develop a plant pest survey strategy. The candidate must also have access to a functioning control centre, or a control centre established for a plant pest response simulation exercise.
Method of assessment	Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in an emergency disease or plant pest response simulation exercise or in responses to an emergency disease or plant pest incursion.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to plan and oversee an emergency disease or plant pest control program must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events. For example, this could include work within control centres established for other emergency diseases or plant pest incursions.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Biological and dispersal characteristics may include:	• intrinsic characteristics of pest • active flight • soil borne • water borne • wind borne • biological (mechanical) vectors that carry the pest such as: • fruit, seed and plant material • insects, invertebrates and vertebrates • non-biological means such as equipment, machinery, vehicles and clothing.
Types of survey required may include:	• area free • delimiting • distribution • prevalence.
Standards and protocols that may apply include:	• PLANTPLAN • Australian Veterinary Emergency Plan (AUSVETPLAN) • commonwealth, state and territory legislation defining legal powers in a disease emergency • damage minimisation policies • environmental policies • occupational health and safety requirements and policies • pest free area guidelines • standard operating procedures.
Diagnostic tests selected may include:	• biochemical tests • Enzyme-Linked Immunosorbent Assay (ELISA) • microscopy • Polymerase Chain Reaction (PCR).
Instructions for survey teams may cover:	• actions to take when suspect material is found • biosecurity measures for team and property owners • communication protocols for teams when

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RANGE STATEMENT	
	briefing property owners, including confidentiality requirements • farm, district and regional requirements • sampling intensity • sampling protocols • specifying survey sites.

Resources required may include:	• equipment
	• illustrated guides
	• information technology and communications equipment
	• maps - topographical and aerial
	• personnel and their needs, including physical needs such as transport, accommodation and other requirements such as supervision and training
	• vehicles appropriate to area, site and terrain, including:
	  • four-wheel drive
	  • all terrain vehicle (ATV)
	  • forklift
	  • helicopter.

Technical experts to consult may include:	• those with appropriate diagnostic and biometric expertise.
Appropriate authorities may include:	• chief plant health manager • consultative committee on emergency plant pests • planning manager • survey manager.

Unit Sector(s)

Unit sector	Pest management

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBIO401A Supervise activities on infected premises

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers supervising activities on infected premises and defines the standard required to: develop a schedule for implementation of emergency disease or plant pest control activities; effectively supervise the range of activities required to achieve emergency disease or plant pest control in an outbreak or incursion; effectively communicate and give directions.

Application of the Unit

Application of the unit	This unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response. Where work requires the use of load-shifting or other equipment, appropriate training/certification must be provided according to state and territory safety and licensing requirements.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan emergency disease or plant pest control activities on an IP	1.1. Emergency disease or plant pest control activities are planned under direction from Infected Premises (IP) operations manager and in consultation with property owner/manager. 1.2. All IP procedures are confirmed with IP operations manager and communicated to property owner/manager. 1.3. Schedule for implementation of emergency disease or plant pest control activities is developed and resources required for planned activities are requested according to instructions from IP operations manager. 1.4. Reporting processes are established according to instructions from IP operations manager. 1.5. Staff rosters are established to support activities in a cost-effective manner and with minimal stress on personnel.
2. Oversee emergency disease or plant pest control activities	2.1. Personnel are assigned to team leader and worker positions according to IP operations functions to be performed and are given directions about tasks to be performed. 2.2. Emergency disease or plant pest control activities are conducted in ongoing consultation with IP operations manager and property owner/manager. 2.3. Emergency disease or plant pest control activities are overseen to ensure that they are cost-effective, make

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ELEMENT	PERFORMANCE CRITERIA
	effective use of resources, and avoid unnecessary property damage and livestock or crop destruction. 2.4. Valuations of materials requiring destruction, use of plant, equipment and materials, and all IP service provision are monitored to ensure they adhere to relevant standards, protocols and contract requirements. 2.5. Supplies of materials and resources are monitored to ensure that they are adequate to meet needs of control activities. 2.6. Incident log is maintained that includes details of all activities undertaken and contractors' hours and performance. 2.7. Effective communications with IP operations manager and property owner/manager are established and maintained throughout operation. 2.8. Personnel are supervised and motivated to carry out specific emergency disease or plant pest control activities to the standard required and according to Occupational Health and Safety (OHS) and legislative requirements.
3. Check effectiveness of emergency disease or plant pest control activities	3.1. Effectiveness and progress of control activities are monitored and compared with planned objectives. 3.2. Inspections of teams on site are carried out with sufficient regularity to ensure that standards are applied in line with required standards and protocols. 3.3. Progress reports are provided to IP operations manager according to agreed reporting schedule and format. 3.4. Records are kept as required by standards and protocols.
4. Revise site-specific emergency disease or plant pest control activities	4.1. Control activities are revised as required to address relevant protocols, maintain cost-effectiveness (including appropriate resource allocation) and contain wider impacts. 4.2. Revisions to activities are communicated promptly to Local Control Centre (LCC).

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- operating effectively under stress
- managing people
- supervising application of emergency disease or plant pest control measures on an IP, in line with relevant response plan
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- appropriate standards and protocols for the emergency disease or plant pest e.g. Australian Veterinary Emergency Plan (AUSVETPLAN) or Australian Emergency Plant Pest Response Plan (PLANTPLAN)
- OHS and other legislative requirements in an emergency disease or plant pest incursion response
- principles underpinning control procedures
- procedures necessary to ensure that environmental values are protected during and after emergency disease or plant pest control program
- OHS, environmental and biosecurity legislation, codes of practice and enterprise procedures
- record keeping requirements
- reporting requirements
- safety practices related to use of equipment and materials used in emergency disease or plant pest control.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The critical requirements for this unit of competency as a whole are listed below. Assessment must confirm one's ability to: • effectively supervise range of activities required to achieve emergency disease or plant pest control in an outbreak or incursion • effectively communicate and give directions.
Context of and specific resources for assessment	Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in an emergency disease or plant pest simulation exercise or in responses to outbreaks or incursions. The skills and knowledge required to supervise activities on IP must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events.
Method of assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to supervise activities on IP. The candidate must also have access to either real or simulated IP.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to supervise activities on IP must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

Emergency diseases or plant pests may include:	• diseases that may affect animals, fish and other marine animals including:
	  • disease that is exotic to Australia
	  • serious infectious disease of unknown or uncertain cause
	  • severe outbreak of a known endemic disease that is considered to be of national significance with serious social or trade implications
	  • variant of an endemic disease
	• species, biotype or strain of invertebrate pest or pathogen injurious to plants or plant health.

IP procedures may include	• collection of emergency disease or plant pest information • decontamination • destruction • disposal • eradication • mustering • property security and quarantine • sentinel restocking • valuation and inventory • vector control.
Resources required may include:	• personnel • plant, facilities, equipment and materials for livestock or crop destruction, disposal, cleaning and disinfection • staff amenities.
Factors to take into account when overseeing IP control activities may include:	• cost • direction by LCC • effectiveness of emergency disease or plant pest control operations • OHS requirements • relevant standards and protocols • staff welfare

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RANGE STATEMENT	

	• wider impact on things such as:
	  • animal welfare
	  • environment
	  • industry
	  • local businesses
	  • local community
	  • neighbouring properties
	  • other non-susceptible livestock or crops
	  • property owners and managers.

Relevant standards and protocols may include:	• animal welfare codes of practice • approved standard operating procedures • AUSVETPLAN or PLANTPLAN protocols • commonwealth, state and territory legislation • environmental legislation • impact on and potential for damage to property • OHS requirements and legislation.
Progress reports may include information about:	• estimated completion dates • problems encountered • recommendations for change to priorities or procedures • resource requirements • successful solutions • work completion and work in progress.
Records may be kept of:	• any other records relevant to outbreak or incursion • authorisations for personnel and equipment to enter and leave IP • damage to equipment and property • inventories of livestock or crops alive/destroyed • materials and stockfeed destroyed • personnel employed • stores ordered and supplied • work done by private contractors.

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Unit Sector(s)

Unit sector	Biosecurity

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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TLIG3002A Lead a work team or group

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to lead a work team or group including participating in team/group planning, managing and developing team/group performance, participating in and facilitating the work team/group in its achievement of workplace tasks, and documenting and reviewing work team/group performance. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work is carried out in accordance with workplace procedures and relevant regulations.

Work is performed under some supervision, generally within a team environment.

Work involves the application of established procedures to the provision of leadership within a work team or group.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Participate in team/group planning	1.1 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 1.2 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 1.3 Steps are planned in conjunction with the work of other personnel to allow achievement of practical outcomes according to enterprise and/or manufacturers procedures
2 Manage and develop team/group performance	2.1 Task activities are assigned to team/group members based on their areas of competence and expertise and their availability 2.2 Team/group members are advised on symptoms and effects of fatigue, drugs and alcohol, safe lifting techniques and other Occupational Health and Safety policies 2.3 Performance measures and requirements are agreed upon between team/group members in accordance with enterprise procedures
3 Participate in and facilitate the work team/group	3.1 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 3.2 Individuals and teams/groups are actively encouraged to take individual and joint responsibility
4 Document and review work team/group tasks	4.1 All necessary documentation related to job planning and progress is completed and recorded in accordance with statutory, manufacturers and enterprise requirements 4.2 The outcomes of the team's/group's task activities are compared with the planned objectives, task instructions and specifications

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ELEMENT **PERFORMANCE CRITERIA**

to ensure all requirements have been met

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant regulatory and code requirements
- Relevant OH&S and environmental protection policies and procedures
- Workplace protocols and procedures for leading work teams
- Techniques to encourage appropriate participation of team/group members
- Coaching and mentoring approaches
- Workplace policies and plans including procedures for training and development
- Principles, duty of care and obligations within the chains of responsibility in the transport industry
- Strategies to implement continuous improvement processes
- Typical problems that can occur when leading a work team and related appropriate action that can be taken

Required skills:

- Communicate effectively with others when leading a work team
- Read and interpret instructions, procedures and information relevant to team leadership and team activities
- Negotiate and work effectively with team members
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to team leadership and team activities
- Operate electronic communication equipment to required protocol
- Provide leadership and encouragement to team members
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when leading a work team in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unanticipated situations that may arise when leading a work team

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Required skills:

- Apply precautions and required action to minimise, control or eliminate hazards that may exist during team activities
- Plan team activities, including predicting consequences and identifying improvements
- Monitor team activities in terms of planned schedule
- Modify team activities depending on differing operational contingencies, risk situations and environments
- Ensure application of fatigue management knowledge and techniques
- Operate and adapt to any differences in language and culture amongst team members
- Identify and recommend improvements to services, resource allocation and use
- Select and appropriately apply technology, information systems and procedures to complete workplace tasks

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and

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EVIDENCE GUIDE

	• applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work involves:	• completion of workplace activities as a leader of a work team
Work may occur:	• by day or night • in a variety of work contexts
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Team members may include:	• English-speaking persons • multilingual staff • persons with limited ability to communicate in English • persons from a range of cultural backgrounds • permanent, part-time and/or casual staff
Consultative processes may include:	• other members of the team • supervisors/team leaders • workplace personnel • visitors • contractors • official representatives • union representatives

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RANGE STATEMENT

	• industrial relations and OH&S specialists • other professional or technical staff • managers
Communication may involve the basic use of a range of communication technology including:	• phone • electronic data interchange (EDI) • fax • email • internet • radio
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/documentation may include:	• workplace procedures, checklists and instructions • goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers specifications • workplace policies • supplier and/or client instructions • material safety data sheets • relevant codes of practice including the national standards for manual handling and the industry safety code • legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• relevant regulations, standards and codes of practice, including the national standards for manual handling and industry safety codes • dangerous goods and freight regulations and codes • relevant Australian and state/territory OH&S legislation • equal employment legislation and related policies • environmental protection regulations

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field G - Teamwork

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AHCBIO501A Manage active operational emergency disease or plant pest sites

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers managing active operational emergency disease or plant pest sites and specifies the outcomes required to manage activities required to eradicate emergency disease or plant pests from infected premises and dangerous contact premises.

Application of the Unit

Application of the unit	This unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response. Work is performed at the control centre and will involve the management of personnel and contractors operating in the field.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan control procedures across the declared area	1.1. Planning is carried out in effective and ongoing consultation with stakeholders and field personnel. 1.2. Planning is conducted in line with relevant standards and protocols, and according to instructions from operations director. 1.3. All required resources are identified, obtained, scheduled, prioritised and deployed according to relevant standards and protocols. 1.4. Occupational Health and Safety (OHS) requirements, and hazards associated with implementing control procedures, are identified and appropriate action is taken to minimise risks to self and others. 1.5. Criteria for implementing control procedures are decided and agreed to satisfy relevant standards and protocols with minimal livestock or crop destruction and property damage. 1.6. Contingency plans for effective control of emergency disease or plant pest are prepared.
2. Manage the implementation of control procedures	2.1. Control procedures are coordinated to achieve effective emergency disease or plant pest control outcomes. 2.2. Ongoing consultation and communication links are maintained with all stakeholders, field staff, property owners/managers and others in control centre. 2.3. Control procedures and services supplied under contract are implemented according to standards, protocols and contractual requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Written and verbal reports are prepared and submitted as required.
3. Monitor and review the effectiveness of control procedures	3.1. Personnel are monitored to ensure that they are achieving specified objectives. 3.2. Supply of resources is monitored to ensure that it is appropriate and available to carry out required tasks. 3.3. Implementation of control procedures is monitored to ensure cost-effective compliance with relevant standards and protocols. 3.4. Priorities for emergency disease or plant pest control operations are reviewed, and confirmed or revised as appropriate, according to relevant standards and protocols.
4. Implement review findings	4.1. Control activities are revised as required. 4.2. Revisions to control activities are promptly and effectively communicated to relevant stakeholders and personnel for implementation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- applying relevant standards and protocols such as Australian Veterinary Emergency Plan (AUSVETPLAN) or Australian Emergency Plant Pest Response Plan (PLANTPLAN) to determine requirements and/or guidelines applying to on-site control and eradication procedures
- managing resources effectively to achieve emergency disease or plant pest control and eradication
- operating effectively under stress in tasks involving high-level problem solving and decision making
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views

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REQUIRED SKILLS AND KNOWLEDGE
• use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• emergency animal disease or plant pest control program • common reactions and behaviours of people working under stressful conditions • OHS requirements, particularly for use of chemicals, specific control procedures and managing personnel under emergency conditions • relevant public sector policies, practices and constraints in relation to emergency disease or plant pest management • relevant standards and protocols, such as AUSVETPLAN or PLANTPLAN • OHS and environmental protection legislation, codes of practice and enterprise procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • manage emergency disease or plant pest control operations at a number of operational sites • ensure procedures implemented at operational sites conform to relevant standards and protocols • manage resources across operational sites • monitor performance of personnel.
Context of and specific resources for assessment	Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in an emergency disease or plant pest response

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EVIDENCE GUIDE	
	simulation or in a response to an outbreak.
Method of assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to manage active operational emergency disease or plant pest sites. The candidate must also have access to a functional control centre established as part of an emergency disease or plant pest response simulation, or in response to an actual outbreak.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to manage active operational emergency disease or plant pest sites must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events. For example, this could include managing the implementation of different control procedures required in different responses or on different sites.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Stakeholders may include:	• industry representatives and organisations • local community • local government authorities and other government departments • property owners, operators and managers • suppliers of goods and services.
Relevant standards and protocols may include:	• approved standard operating procedures • commonwealth, state and territory legislation • emergency disease or plant pest response agreements

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RANGE STATEMENT	
	• emergency disease or plant pest specific guidelines and manuals included in the relevant national response plans such as AUSVETPLAN and PLANTPLAN • other relevant guidelines for handling an emergency disease or plant pest incursion, such as local government regulations.

Resources may include:	• contractors and other service providers
	• documents such as:
	  • plans
	  • pro formas
	  • maps
	• equipment such as:
	  • trucks
	  • tankers
	  • pumps
	• facilities such as:
	  • portable shower blocks
	• operations personnel and teams responsible for:
	  • clerical and administrative duties
	  • decontamination
	  • destruction
	  • disposal
	  • pest control
	  • site supervision of infected premises
	  • valuation.

Control procedures required may cover:	• decontamination • destruction • disposal • pest control • security • surveillance and testing • treatment • vaccination • valuation • vector control measures • wild animal control measures.
Reports may include:	• input into situation reports and control centre planning activities

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RANGE STATEMENT	
	• use of emergency disease or plant pest management software • verbal progress and activity reports • written reports.
Personnel monitoring may involve consideration of:	• appropriate resources • first aid • meals • OHS • personal protective equipment • providing information to personnel • right range of skills on sites • shelter • staff rosters • stress levels.
Implementation of control procedures may be monitored through:	• site inspections • specific software • usage levels of major resources such as time, equipment and materials • verbal and written reports.

Unit Sector(s)

Unit sector	Biosecurity

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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BSBOHS407A Monitor a safe workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement and monitor the organisation's occupational health and safety (OHS) policies, procedures and programs in the relevant work area to meet legislative requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to employees with supervisory responsibilities for implementing and monitoring the organisation's OHS policies, procedures and programs in a work area. This unit applies to individuals with a broad knowledge of OHS policies who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They provide supervision and guidance to others and have limited responsibility for the output of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Provide information to the workgroup about OHS policies and procedures	1.1. Accurately explain relevant provisions of ***OHS legislation and codes of practice*** to the workgroup 1.2. Provide information to the workgroup on the ***organisation's OHS policies***, ***procedures and programs***, ensuring it is readily accessible by the workgroup 1.3. Regularly provide and clearly explain information about ***identified hazards and the outcomes of risk assessment*** and control to the workgroup
2. Implement and monitor participative arrangements for the management of OHS	2.1. Explain the importance of effective consultative mechanisms in managing health and safety risks 2.2. Implement and monitor consultative procedures to facilitate participation of workgroup in management of work area hazards 2.3. Promptly deal with issues raised through consultation, in accordance with ***organisational consultation procedures***

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Promptly record and communicate to the workgroup the outcomes of consultation over OHS issues
3. Implement and monitor the organisation's procedures for providing OHS training	3.1. Systematically identify OHS training needs in line with organisational requirements 3.2. Make arrangements to meet OHS training needs of team members in consultation with relevant individuals 3.3. Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate team and individual achievement of identified training needs 3.4. Identify and report to management the costs associated with providing training for work team, for inclusion in financial plans
4. Implement and monitor procedures for identifying hazards and assessing risks	4.1. Identify and report on hazards in work area in accordance with OHS policies and procedures 4.2. Promptly action team member hazard reports in accordance with organisational procedures
5. Implement and monitor the organisation's procedures for controlling risks	5.1. Implement ***procedures to control risks*** using the hierarchy of controls and organisational requirements 5.2. Identify and report inadequacies in existing risk control measures in accordance with the hierarchy of controls 5.3. Monitor outcomes of reported inadequacies, where appropriate, to ensure a prompt organisational response
6. Implement and monitor the organisation's procedures for maintaining OHS records for the team	6.1. Accurately complete and maintain ***OHS records*** of incidents of occupational injury and disease in work area in accordance with OHS legal requirements 6.2. Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• analytical skills to identify hazards, to assess risks in the work area and to review data relating to monitoring and evaluating incidents (accidents), environmental issues and the effectiveness of risk control measures • literacy skills to comprehend documentation and to interpret OHS requirements • coaching and mentoring skills to provide support to colleagues.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • environmental issues
  • OHS
• legal responsibilities of employers, supervisors and employees in the workplace
• hazards and associated risks which exist in the workplace
• organisational policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
• relevance of consultation as a key mechanism for improving workplace culture.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying organisational management systems and procedures to OHS within workgroup area • applying procedures for assessing and controlling risks to health and safety associated with those hazards, in accordance with the hierarchy of controls • providing specific, clear and accurate information

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EVIDENCE GUIDE	
	and advice on workplace hazards to workgroup • knowledge of legal responsibilities of employers, supervisors and employees in the workplace.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documentation relating to hazards in the work lace • examples of documents relating to workplace safety, hazard identification and risk assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of records communicating the outcomes of consultation over OHS issues to the workgroup • analysis of responses to case studies and scenarios • demonstration of techniques • review of reports to management on the costs associated with providing training for the work team • oral or written questioning to assess knowledge of workplace safety and hazards • examples of risk assessments • evaluation of actioning of team member hazard reports • review of OHS records of occupational injury and disease incidents in work area.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • management units • other OHS units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
OHS legislation and codes of practice may include:	• common law duties to meet the general duty of care requirements • health and safety representatives and health and safety committees • prompt resolution of health and safety issues • provision of information, induction and training • regulations and approved codes of practice relating to hazards present in work area • relevant state/territory legislation • requirements for the maintenance and confidentiality of records of occupational injury and disease
Organisation's OHS policies, ***procedures and programs*** may include:	• consultative arrangements for employees in work area • dangerous goods transport and storage • emergency and evacuation procedures • first aid provision/medical practitioner contact and attention • hazard reporting procedures • hazardous substances use and storage • incident (accident) investigation • OHS arrangements for on site contractors, visitors and members of public • OHS audits and safety inspections • plant and equipment maintenance and use • procedures for hazard identification • procedures for risk assessment, selection and implementation of risk control measures • purchasing policy and procedures • safe operating procedures/instructions • site access • use and care of personal protective equipment

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RANGE STATEMENT	
Identified hazards and the outcomes of risk assessment may include:	• checking equipment before and during work • consulting work team members • daily informal employee consultation and regular formal employee meetings • housekeeping • OHS audits and review of audit reports • review of health and safety records including hazard reports, hazardous substances and dangerous goods registers, injury records • workplace inspections in area of responsibility
Organisational consultation procedures may include:	• attendance of health and safety representatives at management and OHS planning meetings • counselling/disciplinary processes • early response to employee suggestions, requests, reports and concerns put forward to management • election of health and safety representatives in accordance with legislative requirements • formal and informal meetings • health and safety committees • other committees, for example, planning and purchasing
Procedures to control risks may include:	• consultation with employees and their representatives • job/process/workplace re-design e.g. introduce mechanical handling equipment, re-arrange material flow/timing/scheduling, raise/lower work platforms • removing the cause of a risk at its source (eliminating the hazard) e.g. removing stored goods permanently from emergency exit passageways • selecting control measures in accordance with the hierarchy i.e. work through hierarchy from most effective to least effective control
OHS records may include:	• audit and inspection reports • consultation e.g. meetings of health & safety committees, workgroup meeting agendas including OHS items and actions • first aid/medical post records • hazardous substances registers • induction, instruction and training

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RANGE STATEMENT	
	• manufacturer's and supplier's information including dangerous goods storage lists • plant and equipment maintenance and testing reports • workers compensation and rehabilitation records • workplace environmental monitoring records

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

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BSBOHS405B Contribute to the implementation of emergency procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to contribute to the implementation of planning and response procedures for emergencies. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with supervisory responsibilities for managing occupational health and safety (OHS) in the workplace who contribute to the implementation of procedures for responding to emergencies. The unit assumes that expert advice will be available in identifying potential emergencies and in formulating the response plans. As the unit focuses on implementation of procedures already developed for short term emergency responses, it is less complex than BSBOHS508B Participate in the investigation of incidents, which has a greater scope both in situations addressed and the timeframe for action. Contributions to the actions to control OHS risks are covered in BSBOHS404B Contribute to the implementation of strategies to control OHS risk.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify potential emergencies	1.1. Apply knowledge of OHS ***hazards*** and ***standards*** to identify causes of potential ***emergencies*** 1.2. Seek input of ***stakeholders*** in identifying potential emergencies 1.3. Identify and liaise with appropriate ***specialist advisors*** and ***emergency agencies*** to identify causes of potential emergencies 1.4. Develop a ***risk register*** to identify potential emergencies and their causes
2. Identify options for initial response	2.1. Categorise major types of emergencies 2.2. Identify actions required to contain or limit potential emergencies 2.3. Identify actions required to limit impact on

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ELEMENT	PERFORMANCE CRITERIA
	personnel, property and the environment 2.4. Identify requirements for liaison with emergency agencies 2.5. Prioritise actions to be taken during emergencies
3. Plan initial response procedures	3.1. Identify ***resources*** available and required for immediate response 3.2. Check ***emergency equipment*** to ensure serviceability, accessibility, cleanliness and correct location 3.3. Document actions required for a number of major types of emergency, taking account of standards, current industry practice, specialist advice and input by emergency agencies 3.4. Identify training needs and appropriate providers
4. Implement initial response procedures	4.1. Document and display actions for initial response 4.2. Understand and implement own role in emergency response
5. Contribute to post event activities	5.1. Identify and support other personnel in the ***second response phase*** 5.2. Make contributions to debriefing processes
6. Monitor emergency response and address deficiencies	6.1. Monitor responses to emergencies for efficiency and timeliness, in consultation with stakeholders and, as appropriate, specialist advisors and agencies 6.2. Document, and promptly and appropriately report results of monitoring to managers and key personnel 6.3. Identify areas for organisational and personal improvement and make recommendations for improvement in response to analysis of response taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities across all levels of an organisation

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REQUIRED SKILLS AND KNOWLEDGE

- interpersonal skills to issue instructions in an authoritative manner during unusual circumstances
- literacy skills to prepare reports for a range of target groups
- observation skills to evaluate the impact characteristics and composition of the workforce have on managing OHS
- organisational and time management skills to sequence tasks and meet timelines
- research and data analysis skills to assess resources required to systematically manage OHS and to analyse relevant workplace information and data
- research and data analysis skills to evaluate interactions between employees, their activities, equipment, environment and work systems
- technology skills to access internal and external OHS data.

Required knowledge

- basic emergency prevention controls typically installed in a workplace, such as:
  - emergency alerting systems
  - emergency protection systems
  - fire and smoke alarms, and fire extinguishers
  - required safety wear
  - security systems
- emergency alerting systems and signals used in the workplace and their meanings
- enterprise physical site and work areas
- enterprise reporting procedures in an emergency
- essential actions of self and others in an emergency
- hazards and precautions to be taken during an emergency
- hazards arising from evacuation
- information needs of emergency response personnel during reporting, arrival and response to an emergency
- OHS information needs of work unit or work team
- internal and external sources of OHS information and data
- organisational policies and procedures for OHS and acting in an emergency situation
- organisational structure, roles and responsibilities
- powers of safety representatives and other authorised OHS personnel to cease work immediately if an immediate danger to OHS exists
- principles and priorities for evacuation, checking and accounting for people
- principles of fire protection and emergency response
- relevant state/territory and commonwealth OHS legislation, codes of practice, associated standards and guidance material
- roles, responsibilities and authority of OHS personnel
- types of emergency responses typically used in workplaces.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification of a potential emergency • contribution to the implementation of procedures for preparing and responding to an emergency • evaluation of the effectiveness of the implementation strategies • knowledge of basic emergency prevention controls typically installed in a workplace.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to workplace documentation and actual workplaces.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of procedures implemented in response to an emergency situation • direct questioning combined with review of portfolios of evidence and third party reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of information needs of emergency response personnel during reporting, arrival and response to an emergency • review of risk register developed to identify potential emergencies and their causes • written examples of reports on responses to emergency situations • review of documentation submitted to managers and key personnel outlining monitoring of emergency response.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBOHS403B Identify hazards and assess OHS risks • BSBOHS404B Contribute to the implementation of strategies to control OHS risk.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Hazards may include:	• sources of potential harm in terms of human injury, ill health, damage to property, damage to the environment, or a combination of these, including:
	  • biological
	  • chemical
	  • environment
	  • mechanical and/or electrical
	  • physical
	  • psychosocial
	  • radiological
	  • nuclear

Standards may include:	• Australian Standards • industry-specific standards • international standards

Emergencies may include:	• emergencies requiring evacuation
	• explosion and bomb alerts
	• external emergencies and natural disasters, such as:
	  • flood
	  • storm

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RANGE STATEMENT	
	• traffic accident • fire • explosion • hazardous substance spill • chemical spill • internal emergencies, such as: • loss of power • loss of water supply • structural collapse • security emergencies, such as: • armed robberies • intruders • disturbed persons • serious injury events
Stakeholders may include:	• community • employees • health and safety, and other employee representatives • managers • OHS committee • supervisors
Specialist advisors may include:	• internal or external advisors in: • safety • chemicals • engineering • security • emergency response
Emergency agencies may include:	• fire • police • ambulance • government departments • hazardous materials response teams (Hazmat) • OHS authorities
Risk register may include:	• lists of hazards • location of hazards • range of possible scenarios or circumstances under which an emergency could occur,

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RANGE STATEMENT	
	including natural disasters • outcomes of any risk assessment or risk ranking
Resources may include:	• emergency response personnel and equipment • first aid personnel and equipment • emergency services personnel
Emergency equipment may include:	• clothing items such as coloured hats and vests • communication equipment • evacuation alarms • evacuation equipment, especially for people with a disability • fire extinguishers and equipment • torches
Second response phase may include:	• actions required if building cannot be re-occupied • containment of personnel in evacuation area • first aid • support/counselling of personnel involved or affected

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBCON401A Work effectively in a business continuity context

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively in a business continuity context. This unit requires an awareness of the organisation's overall business continuity management framework and participation in activities related to the business continuity management framework. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit is for individuals working in administrative and/or support roles who require a basic knowledge of the processes relating to the organisation's business continuity requirements. Business continuity awareness and planning help the organisation to identify barriers and/or interruptions and to determine how the organisation will achieve critical business objectives (even at diminished capacity) until full functionality is restored.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Demonstrate an understanding of the business continuity management framework	1.1. Access the business continuity management framework, and related policies and procedures 1.2. Analyse the key elements of the business continuity management framework within the ***organisation*** to determine their impact 1.3. Within work role authority, contribute to the review of the business continuity management framework, policies and procedures 1.4. Participate in emergency response and business continuity management framework training and ***exercises*** as required
2. Support the organisation's	2.1. Demonstrate an awareness of internal and external

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ELEMENT	PERFORMANCE CRITERIA
business continuity strategies	***risk*** context relevant to the organisation 2.2. Review and provide feedback on the outcomes of the ***business impact assessment/s*** 2.3. Participate in ***risk treatment*** reviews 2.4. Identify and record the organisation's ***emergency response***, ***continuity and recovery strategies*** 2.5. Identify own role and responsibility within the organisation's ***business continuity plan/s*** 2.6. Identify and report to management on any new or ***emerging risk*** or ***incident***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills to:
  - provide feedback to appropriate personnel about the business continuity management framework and strategies
  - read, write and understand a variety of workplace documents
  - work effectively with diverse individuals and groups
- learning skills to participate in training activities and to improve own knowledge and skills about business continuity management
- planning and organising skills to identify risk factors and to take action to minimise risk according to level of responsibility
- problem-solving skills to appropriately address identified risks treatments (within ownlevel of responsibility)
- research and data collection skills to monitor and evaluate risks
- technology skills to use the organisation's data and information management systems

Required knowledge

- Australian/New Zealand Standard AS/NZS 4360:2004Risk Management
- Australian/New ZealandStandard HandbookAS/NZS HB221:2004 Business Continuity Management
- organisation's policies and procedures, including business continuity strategies
- overall operations of the organisation, including existing data and information systems

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REQUIRED SKILLS AND KNOWLEDGE
• relevant legislation and regulations that impact on business continuity, such as OHS, environment, duty of care, contract, company, freedom of information, industrial relations, privacy and confidentiality, due diligence, records management

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated understanding of own role in relation to wider business continuity requirements in the organisation • demonstrated understanding of risk and the business continuity management framework processes and policies as they apply in the organisation • participation in contributing to improving business continuity management framework processes within the organisation
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation relating to risk management • access to business continuity management framework, business impact assessments and strategies
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the participant • review of documentation outlining risk context and organisation's processes and outcomes • work based projects or case studies • scenarios • oral or written questioning to assess basic knowledge of Australian standards for risk management and

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EVIDENCE GUIDE	
	business continuity
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisation may include:	• commercial enterprises • community • government • non-commercial enterprises • not-for-profit • religious organisations
Exercises may include:	• drills • scenario planning
Risk may include:	• aeronautical • armed hold-up • biological • chemical • civil disturbance • disability/death of key person • economic • electronic • erosion • explosion • fire • fraud • hazardous materials • industrial accident • infrastructure failure • market failure

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RANGE STATEMENT	
	• natural disaster • operational collapse - insolvency • pandemic • pollution • privacy and confidentiality • radiological/nuclear • robbery and/or major vandalism • sabotage • structure failure • terrorism • transport accident • war • water • weather/climate change
Business impact assessment/s may include:	• breach/reduction of customer service standards • cost/impact on existing and/or increased finance • escalating losses over time • impact of loss of business/resources • loss of revenue • potential fines/penalties/litigation costs • reputation/brand damage • statutory/regulatory breaches
Risk treatment may include:	• activating evacuation plan • activating lock down procedures • activating workplace emergency management plan • personnel working from home • relocation of facilities • resource replacement • temporarily suspending activities • transferring activities
Emergency response strategies may include:	• contact lists to report incident/s • documentation/reporting/recording procedures • evacuation plan • location of evacuation assembly point • lockdown procedures • names and responsibilities of wardens • personnel instructions for evacuation • process for accounting for personnel • workplace emergency management plan

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RANGE STATEMENT	
Continuity strategies may include:	• action required to resume critical business activities • contact lists of critical personnel and stakeholders • counselling • critical business activities and prioritisation of when they can/need to resume • list of resources • relocation to alternative worksite • resource replacement • treatment for critical business activities
Recovery strategies may include:	• damage assessment • process for assessing loss and filing insurance claims • relocation of business to original location • salvage and restoration of records, infrastructure and premises
Business continuity plan/s may include:	• introduction • organisational details • objectives • purpose • critical business functions • assumptions • processes • activation and stand down • responsibility • version control and maintenance • operational requirements • critical success factors • interdependencies • outage times • compliance • people • structure • roles and responsibilities • contact details • continuity arrangements • accommodation • resources • workarounds and alternative solutions

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RANGE STATEMENT	
	• continuity management tasks • communications • other plans
Emerging risk may include:	• act of god • civil unrest • communication with third party, e.g. phone call of bomb threat • environmental - human • insufficient finance • insufficient insurance • news bulletins • pandemic • terrorist
Incident may include:	• biological contamination • chemical exposure • detection of any of the risks as listed previously • fire • flood

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Continuity

Co-requisite units

Co-requisite units		

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SISCAQU416A Coordinate lifeguard service at an aquatic facility

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate the supervision of patrons at an aquatic recreation facility or environment.

Application of the Unit

This unit applies to those who work as program, swim school or recreation coordinators in various aquatic environments, such as council or commercially operated aquatic and leisure centres, and who are responsible for supervising the activities of staff.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Identify supervision requirements.	1.1. Identify and document the use of the ***aquatic facility or environment***.
	1.2. Conduct research and consultation to establish the ***supervision requirements*** of the aquatic facility or environment according to ***organisational policies and procedures***.
	1.3. Allocate appropriate resources to meet supervision requirements of the aquatic facility or environment according to organisational policies and procedures.
2. Implement supervision requirements.	2.1. Train appropriate staff to implement supervision requirements according to ***relevant legislation*** and organisational policies and procedures.
	2.2. Identify and communicate staff roles and responsibilities according to organisational policies and procedures.
	2.3. Advise staff of factors that contribute to problems in the aquatic facility or environment.
	2.4. Monitor staff performance in carrying out supervision requirements according to relevant legislation and organisational policies and procedures.
	2.5. Evaluate staff performance and provide constructive feedback according to organisational policies and procedures.
	2.6. Carry out regular inspection of the aquatic facility or environment to minimise ***risk*** to ***clients***, according to relevant legislation and organisational policies and procedures.
	2.7. Take action to address possible risks according to organisational policies and procedures.
3. Manage emergency situations.	3.1. Communicate ***emergency*** procedures to staff according to organisational policies and procedures.
	3.2. Conduct emergency drills according to organisational policies and procedures.
	3.3. Assess and manage the emergency according to organisational policies and procedures.
	3.4. Utilise ***emergency services*** according to organisational policies and procedures.
	3.5. Report and record incidents according to the emergency action plan for the aquatic facility or environment and organisational policies and procedures.

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ELEMENT	PERFORMANCE CRITERIA
4. Review and adapt lifeguard operations.	4.1. Seek feedback on effectiveness of lifeguard service from staff and clients according to organisational policies and procedures. 4.2. Review and amend lifeguard ***operations*** in response to feedback according to organisational policies and procedures. 4.3. Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - inform staff of roles and responsibilities
  - consult stakeholders to determine supervision requirements
  - train staff to implement supervision requirements
  - provide feedback to assist staff in meeting or improving performance standards
- problem-solving skills to:
  - determine appropriate emergency responses
  - allocate resources and staff to implement supervision requirements
  - seek feedback on lifeguard service and make appropriate changes
- planning and organisational skills to:
  - allocate and coordinate staff roles and responsibilities to meet the supervision requirements of the aquatic facility or environment
  - carry out regular inspections to identify and respond to risk
  - coordinate responses to minor and major aquatic emergencies
- language and literacy skills to document levels of patronage at the aquatic facility and to document emergency incidents
- first aid and emergency response skills appropriate to the location to enable initial assessment of and response to emergencies

Required knowledge

- legislation and organisational policies and procedures that enable the provision of a safe environment for client activities and appropriate response to emergencies
- potential dangers or hazards commonly encountered in aquatic environments to enable safe conduct of client activities
- facility or environment hazards to enable these to be monitored through supervision

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- factors affecting the classification of emergencies including nature and size, likely development and availability of support to enable an appropriate response
- supervision techniques in an aquatic environment to enable effective supervision
- communications equipment to enable prompt response to emergencies
- first aid, emergency and rescue procedures appropriate to the conditions to ensure risk minimisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • determines the supervisory needs of the aquatic facility or environment and allocates resources to ensure safety of patrons • monitors and modifies use of resources to maintain safety of aquatic facility or environment and patrons • coordinates staff training, in line with identified staff roles and responsibilities, and follows operational procedures to minimise and respond to risk in the aquatic facility or environment • assesses, manages and reports on emergency situations.
Context of and specific resources for assessment	Assessment must ensure: • coordination of a lifeguard service at an aquatic facility or environment on multiple occasions to demonstrate competency and consistency of performance • access to an aquatic facility or environment, such as a swimming pool or confined natural shallow water venue • access to appropriate personnel and staff • access to incident reporting documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of factors affecting the supervision requirements of the

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aquatic facility or environment
- observation of candidate's management of emergency situations
- third-party reports from a supervisor detailing candidate's performance
- portfolio containing completed incident reports and research into measures of use of aquatic facility or environment.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXRSK301A Undertake risk analysis of activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Aquatic facility or environment may include:
- pools and spas
- lakes
- rivers
- water slides
- dams.

Supervision requirements may include:
- opening and closing procedures
- rostering lifeguards
- allocating duties and responsibilities
- cleaning and maintenance.

Organisational policies and procedures may include:
- occupational health and safety
- communication protocols
- safety, rescue and emergency procedures
- incident reporting
- risk management procedures
- staff training
- local call-out procedures.

Relevant legislation may include:
- occupational health and safety
- health act
- duty of care
- working with children

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	• local government regulations • environment legislation • anti-discrimination legislation.
Risks may include:	• misuse of equipment • swimming in unsafe areas • behaving with disregard for the safety of others.
Clients may include:	• participants • spectators • members • volunteers • facility owners • staff.
Emergency may include:	• water incident • hazardous release • medical condition.
Emergency services may include:	• police search and rescue • state emergency service • ambulance service • fire services.
Operations may include:	• staffing levels • availability of resources • supervision ratios.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU305A Implement aquatic facility plant and equipment maintenance program

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely implement an aquatic facility plant and equipment maintenance program. This involves maintaining plant and equipment, diagnosing faults, responding to unsafe or failed plant and equipment and reviewing the effectiveness of the maintenance program.

Application of the Unit

This unit applies to those working independently as aquatic operators or managers in various aquatic environments, such as council or commercially operated aquatic and leisure centres. This may also include those coordinating and supervising others in the aquatic environment.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Maintain aquatic facility plant and equipment.	1.1. Carry out regular monitoring of ***aquatic facility plant and equipment*** condition. 1.2. Identify potential problems with plant and equipment and record details according to ***organisational policies and procedures***. 1.3. Implement preventative maintenance systems for aquatic facility plant and equipment for the long-term protection of assets according to ***relevant legislation***, organisational policies and procedures and manufacturer's specifications.
2. Diagnose faults.	2.1. Erect clear and noticeable warning signs around aquatic facility plant and equipment that is being repaired. 2.2. Assess failed or unsafe aquatic facility plant and equipment according to organisational policies and procedures. 2.3. Identify faults and, where possible, determine the underlying cause.
3. Respond to failed or unsafe aquatic facility plant and equipment.	3.1. Erect clear and noticeable warning signs around aquatic facility plant and equipment that is being repaired. 3.2. Carry out repairs within designated responsibility according to manufacturer's recommendations and standards, ***public health regulatory requirements*** and organisational policies and procedures. 3.3. Take defective equipment and or facilities out of operation according to organisational policies and procedures. 3.4. Make arrangements for required repairs to be carried out by qualified and or licensed contractors according to relevant legislation. 3.5. Record actions taken according to organisational policies and procedures and relevant legislation.
4. Review maintenance program.	4.1. Evaluate maintenance program to ensure short- and long-term maintenance requirements of the facility are met.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Schedule maintenance activities to minimise disruption to facility users and ensure that ***supplies*** are available.
	4.3. Integrate maintenance program with asset acquisition and disposal plans.
	4.4. Identify and use acceptable alternative maintenance methods to maintain cost-effective program as required.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - make suitable arrangements with qualified contractors to repair failed or unsafe aquatic plant and equipment
  - consult with others when reviewing the maintenance program
  - problem-solving skills to:
  - review maintenance programs
  - monitor and respond to failed or unsafe facility plant and equipment
- planning and organisational skills to:
  - carry out maintenance that minimises disruption to the facility users
  - ensure all required supplies are available
- literacy skills to:
  - record details of failed or unsafe plant or equipment and corrective actions taken
  - ensure clarity of warning signs for public safety during repair processes
- numeracy skills to maintain cost-effective maintenance plans
- first aid skills and treatment procedures related to plant and equipment accidents.

Required knowledge

- legislation and organisational policies and procedures that enable:
  - implementation of effective preventative maintenance systems
  - assessment of failed or unsafe aquatic plant and equipment
- public health regulatory requirements to carry out repairs within designated responsibility
- maintenance planning procedures and qualified and or licensed contractors to repair plant and equipment when required

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- resources and supplies required to maintain and manage aquatic facility plant and equipment.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts regular monitoring of use and condition of aquatic facility plant and equipment and identifies potential problems and faults • responds to plant and equipment failures and faults and repairs within designated responsibility or makes arrangements for qualified contractors to carry out repairs as required • records details of failed or unsafe plant or equipment and corrective actions taken.
Context of and specific resources for assessment	Assessment must ensure: • implementation and review of aquatic facility and equipment maintenance program on multiple occasions to demonstrate competency and consistency of performance • access to an aquatic facility plant and equipment • access to resources to maintain facility and equipment and to keep records • access to qualified contractors • access to public health regulatory requirements, relevant legislation, and organisational policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate assessing failed or unsafe facility plant and equipment • oral or written questioning to assess candidate's knowledge of procedures and processes for plant and equipment operation and maintenance • portfolio of written records detailing unsafe or failed

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plant and equipment and corrective action taken
- third-party reports from a supervisor detailing candidate's performance on the job.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCAQU303A Operate aquatic facility plant and equipment

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Aquatic facility plant and equipment may include:

- circulation plant
- heating systems
- lighting and ventilation systems
- electrical control units
- electrical appliances
- self-contained breathing apparatus.

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- use and maintenance of resources
- emergency and risk management procedures
- chemical handling procedures
- backwash procedures
- filtration processes
- isolation procedures
- procedures for disposal of dangerous materials
- reporting and record keeping.

Relevant legislation may include:

- occupational health and safety
- public health regulations
- infectious diseases regulations
- relevant dangerous goods act and regulations
- metropolitan water supply, sewerage and drainage by-laws
- relevant environment legislation
- local government regulations.

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	• maintenance of records and reports.
Public health regulatory requirements may include:	• health and poisons act • infectious diseases regulations • dangerous goods act and regulations • metropolitan water supply, sewerage and drainage by-laws • environment legislation • local government regulations • building codes and regulations • fire regulations.
Supplies may include:	• first aid consumables • pool water chemicals • cleaning supplies • maintenance consumables • fuel • oil • parts • paint • tools.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU304A Maintain pool water quality

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain the water quality of swimming pools and aquatic facilities according to health standards.

Application of the Unit

This unit applies to those working independently as aquatic operators or managers in various aquatic environments, such as council or commercially operated aquatic and leisure centres. This may also include the coordination and supervision of others in the aquatic environment.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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ELEMENT	PERFORMANCE CRITERIA
1. Conduct pool water quality tests.	1.1. Complete ***routine pool water tests*** according to ***public health regulatory requirements***, ***organisational policies and procedures*** and ***relevant legislation***. 1.2. Monitor pool water test results according to public health regulatory requirements and organisational policies and procedures. 1.3. Develop and implement schedules for ***pool water microbiological testing*** according to organisational policies and procedures and public health regulatory requirements.
2. Apply water quality principles.	2.1. Anticipate bather loading and implement corrective actions with appropriate personnel to maintain ***pool water quality***. 2.2. Develop and implement safe processes for using chemicals to maintain disinfectant levels and chemical balance of pool water according to public health regulatory requirements. 2.3. Carry out ***water treatment procedures*** according to the aquatic facility's operating plan for the treatment of pool water. 2.4. Calculate the amount of chemicals required to correct chemical imbalances in pool water according to public health regulatory requirements. 2.5. Use chemical dosing equipment for the treatment of pool water according to the manufacturer's specifications and organisational policies and procedures.
3. Document action taken.	3.1. Record pool water test results according to organisational policies and procedures and public health regulatory requirements. 3.2. Record any corrective action taken according to organisational policies and procedures and public health regulatory requirements.

Required Skills and Knowledge

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

Required skills

- communication skills to:

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    - initiate corrective actions with appropriate personnel
    - maintain water quality and develop schedules for pool water microbiological testing
- problem-solving skills to:
    - conduct a variety of routine pool water tests
    - monitor and interpret results
    - anticipate bather loading
    - maintain disinfectant levels and chemical balance of pool water
- planning and organisational skills to:
    - collect and organise pool information
    - develop safe processes for the use of chemicals
- literacy skills to:
    - record pool water test results and corrective actions implemented
    - interpret aquatic facility's treatment operating plan
- numeracy skills to calculate the amount of chemicals required to correct chemical imbalances
- first aid skills to implement procedures related to pool water chemical accidents.

Required knowledge

- legislation and organisational policies and procedures that enable:
    - completion and monitoring of pool water tests
    - use and maintenance of chemical dosing equipment
    - development and implementation of schedules for microbiological testing and chemical use
    - accurate and timely record keeping
- public health regulatory requirements to:
    - implement processes for chemical use
    - calculate chemical requirements
- pool water chemistry to understand scientific terms related to tests such as pH levels, alkalinity, chlorine, bromine, temperature and calcium hardness
- plant and equipment operation, chemical dosing equipment and relevant resources used for testing, treating and maintaining pool water quality.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops and implements schedules for pool water microbiological testing and safely uses and calculates chemicals to maintain chemical balance of pool water
- anticipates bather loadings and takes corrective action to ensure public health and safety
- operates chemical dosing equipment for the treatment of pool water
- updates pool records with information detailing water quality test results and corrective action taken.

Context of and specific resources for assessment

Assessment must ensure:

- conduct of regular pool water quality tests and monitoring of results on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable aquatic facility
- equipment and resources required for the maintenance of pool water quality
- public health regulatory requirements, relevant legislation and organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate safely handling chemicals, equipment and resources
- oral or written questioning to assess knowledge of procedures for pool water testing and treatment
- observation of the candidate calculating chemical requirements to correct imbalances
- portfolio of written recordings detailing pool water test results and corrective action taken
- third-party reports from a supervisor detailing the candidate's performance on the job.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCAQU303A Operate aquatic facility plant and equipment

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine pool water tests may include:

- free chlorine
- total bromine
- total chlorine
- combined chlorine
- pH
- alkalinity
- cyanuric acid
- calcium hardness
- total hardness
- temperature.

Public health regulatory requirements may include:

- health and poisons acts
- infectious diseases regulations
- dangerous goods act and regulations
- metropolitan water supply, sewerage and drainage by-laws
- environment legislation
- local government regulations.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment and resources
- emergency and risk management procedures
- chemical handling procedures
- backwash procedures
- filtration processes
- isolation procedures
- communication protocols
- reporting and record keeping.

Relevant legislation may include:

- occupational health and safety
- relevant dangerous goods act
- relevant environment legislation.

Pool water microbiological testing may include:

- standard plate count
- coliform count
- pseudomonas aeruginosa

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RANGE STATEMENT

	• legionella • staphylococcus • cryptosporidium.
Pool water quality may include:	• microbiological count • pH • clarity levels.
Water treatment procedures may include:	• chemical disinfection • electrolytic generation of chlorine • superchlorination • shock dosing • dechlorination • chlorine stabilisation with cyanuric acid • control of algae • ozonisation • ultraviolet radiation • alkalinity adjustments • calcium and total hardness adjustments • lowering total dissolved solids • pool water filtration and recirculation • backwashing • manual removal of visible contaminants.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU201A Monitor pool water quality

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to continually monitor the water quality of swimming pools and aquatic facilities, take corrective action and record test results.

Application of the Unit

This unit applies to those working as pool attendants or aquatic operators in various aquatic environments, such as council or commercially operated aquatic and leisure centres. Work may be carried out under supervision or with some degree of autonomy, depending on the individual situation and job role.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be

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consistent with the Evidence Guide.

1. Conduct pool water tests.	1.1. Complete ***routine pool water tests*** according to ***public health regulatory requirements***, ***organisational policies and procedures*** and ***relevant legislation***.
	1.2. Compare and interpret pool water test results with public health regulatory requirements.
	1.3. Report pool water test irregularities to aquatic facility or to service personnel for corrective action.
	1.4. Respond to contamination incidents according to public health regulatory requirements, organisational policies and procedures and relevant legislation.
	1.5. Perform continual visual checks of ***pool water quality*** and initiate corrective actions.
2. Record results.	2.1. Record routine pool water test results according to aquatic facility specifications and public health regulatory requirements.
	2.2. Update swimming pool log according to aquatic facility specifications and organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - report irregularities to aquatic facility or service personnel
  - initiate corrective actions
- problem-solving skills to:
  - conduct a variety of routine pool water tests
  - identify irregularities in results
  - respond to contamination incidents
- planning and organisational skills to conduct regular pool water tests according to facility schedule
- literacy skills to:
  - record pool water test results
  - update swimming pool log
- numeracy skills to identify and interpret routine test results.

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Required knowledge

- legislation and organisational policies and procedures that enable:
  - safe conduct of pool water tests
  - appropriate response to contamination incidents
  - correct maintenance of swimming pool logs
- public health regulatory requirements and aquatic facility specifications for:
  - comparing and interpreting pool water test results
  - recording pool water test results
- pool water chemistry to understand scientific terms related to tests such as pH levels, alkalinity, chlorine, bromine, temperature and calcium hardness
- equipment and resources used for testing pool water quality.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • conducts pool water tests and reports irregularities to aquatic facility or service personnel promptly, according to public health regulatory requirements and organisational policies and procedures • records pool water test results and updates pool log according to organisational policies and procedures and relevant legislation • performs routine visual checks for pool water quality and proposes corrective actions in response to contamination incidents.
Context of and specific resources for assessment	Assessment must ensure conduct of regular pool water tests to monitor water quality over a realistic aquatic facility timeframe. Assessment must also ensure access to: • an aquatic facility with a suitable pool • equipment, resources and pool water testing apparatuses to test water quality • public health regulatory requirements, relevant

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legislation and organisational policies and procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate using pool water testing apparatuses and equipment
- oral or written questioning to assess knowledge of the application of routine pool water quality tests
- observation of reading and recording test results
- portfolio of written recordings detailing test irregularities, pool water test results and log updates
- third-party reports from a supervisor detailing the candidate's performance on the job.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXOHS101A Follow occupational health and safety policies

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine pool water tests may include:

- free chlorine
- total bromine
- total chlorine
- combined chlorine
- pH
- alkalinity
- cyanuric acid
- calcium hardness
- total hardness
- temperature.

Public health regulatory requirements may include:

- health and poisons acts
- infectious diseases regulations
- dangerous goods act and regulations
- metropolitan water supply, sewerage and

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	drainage by-laws • occupational health and safety act • environment legislation • local government regulations.
Organisational policies and procedures may include:	• occupational health and safety • communication protocols • use and maintenance of equipment and resources • reporting and record keeping • emergency and risk management procedures.
Relevant legislation may include:	• occupational health and safety • dangerous goods • environment.
Pool water quality may include:	• microbiological • disinfectant • pH • clarity.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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AHCILM506A Operate within community cultures and goals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of exploring and understanding the culture and goals of a community or group and operating appropriately within those parameters and defines the standard required to: investigate the diversity of groups within a community and their culture; identify the roles of informal leaders and influencers in community groups, as well as elders in indigenous communities; research the background and goals of community groups, and their attitudes and perspectives on natural resource management issues; plan for consultation within the community by working with the cultures and goals of the groups that comprise it.

Application of the Unit

Application of the unit	This unit applies to persons who explore and understand the culture and goals of a community or group and operate appropriately within those parameters.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify community values	1.1. Range of groups in community is identified through interaction with community members and groups to determine potential diversity of values. 1.2. Values held by various sections of the community relevant to program activities are identified for planning of promotional and group activities. 1.3. Cultural authority is identified in indigenous communities and groups to implement appropriate protocols. 1.4. Community leaders in terms of community involvement and opinion making are identified from community interaction.
2. Research community history and plans	2.1. History of community relevant to program is identified for use in promotional, educational and group activities. 2.2. Relevant documents, symbols, places of value and oral traditions are identified to place program and group in local context. 2.3. Community plans are identified for use in promotional, educational and group activities.
3. Establish role of group in community	3.1. Potential roles of program and group to community are identified for use in group activities. 3.2. Interaction with community is managed to build rapport with individuals and groups.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Consultation processes are established and maintained with community members and groups. 3.4. Image of group and program in community is maintained by acknowledging community concerns and promoting positive image of group and program.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify community values • research community history and plans • conform to social protocols for a range of cultures in the community • develop an approach that is inclusive of indigenous gender issues • source key information from community sources including approaching leaders • establish role of groups within the community • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• relevant government and community action programs • processes for development and delivery of programs • typical community and local government structures and organisation • group processes • broad Australian and regional history • current social and environment affairs for local community and wider region • rural industry operation and processes (for rural programs) • process for identifying cultural protocols

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REQUIRED SKILLS AND KNOWLEDGE
• understanding of what may be noteworthy to community and newsworthy to media.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • investigate the diversity of groups within a community and their culture • identify the roles of informal leaders and influencers in community groups, as well as elders in indigenous communities • research the background and goals of community groups, and their attitudes and perspectives on natural resource management issues • plan for consultation within the community by working with the cultures and goals of the groups that comprise it.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Operating within community cultures and goals includes:	• exploring and understanding the culture and goals of a community or group and operating appropriately within those parameters.

Unit Sector(s)

Unit sector	Indigenous land management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF406A Facilitate ongoing group development

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers facilitating ongoing group development and defines the standard required to: maintain contacts with group leaders to facilitate community networking; share ideas between groups to foster initiative and innovation; maintain contacts with community groups; identify sources of conflict and issues that detract from the effective and equitable functioning of a group; resolve group conflict and refer group issues for specialist advice if required; use a range of facilitation strategies to work with groups.

Application of the Unit

Application of the unit	This unit applies to those who support a community Landcare group or similar, in its ongoing management and resolution of issues.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain contact on group activities	1.1. Contact is maintained with group leaders/officers on current and proposed group activities and projects. 1.2. Advice on group operation and opportunities is provided when sought by leaders/officers. 1.3. Role of facilitator/coordinator in group operations is clearly defined with the management committee to avoid misunderstanding.
2. Provide fresh input into group	2.1. Relevant new initiatives and ideas from other groups and program areas are identified for input into/suggestion to the group. 2.2. New initiatives and ideas are systematically sought from appropriate sources. 2.3. Any suggestions are developed before submission to include local group and program context.
3. Maintain network of contacts	3.1 Contacts with members of the group and community are maintained to provide interchange of ideas and information.
4. Facilitate resolution of group operating difficulties	4.1. Group issues with potential to hinder group operations are identified before damage has occurred. 4.2. External threats are assessed to facilitate negotiation of solutions between the group and external parties. 4.3. Internal operating difficulties are resolved where possible through facilitation and use of relevant expert advice. 4.4. Groups requiring major restructuring are identified

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ELEMENT	PERFORMANCE CRITERIA
	to implement change management processes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• develop network of contacts in groups and communities • resolve conflict • negotiate within the group • negotiate on behalf of the group • implement change management processes • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• group development and facilitation techniques • basic financial statements and procedures • program guidelines • general understanding of natural resource management, sciences and technologies associated with program • legislative requirements for group operations, programs and projects • Strengths, Weaknesses, Opportunities and Threats (SWOT) analyses • risk analysis • committee and group procedures • legislative requirements associated with operation of incorporated groups • community and sector cultures and perspectives.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • maintain contacts with group leaders to facilitate community networking • share ideas between groups to foster initiative and innovation • maintain contacts with community groups • identify sources of conflict and issues that detract from the effective and equitable functioning of a group • resolve group conflict and refer group issues for specialist advice if required • use a range of facilitation strategies to work with groups.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Strategies and approaches may include:	• the development of relationships with committee and individual members

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RANGE STATEMENT	
	• negotiation • facilitation of meetings • provision of information • situation analysis • clear problem solving approaches.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SISXRES402A Support implementation of environmental management practices

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to support the implementation of environmental management practices within an organisation. The unit focuses on working effectively within organisational management systems to support staff to implement environmental management practices in their work tasks and to review outcomes.

Application of the Unit

This unit applies to those working autonomously and with supervisory roles in a sport, recreation or fitness environment. This includes those in roles such as team leaders, coordinators and facility managers. These roles may be performed in a range of sport and recreation environments, such as leisure centres, fitness centres, and indoor activity centres, or as part of outdoor recreation activities.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Provide information to staff.	1.1. Access and analyse the organisational ***environmental management plan*** according to ***relevant legislation*** and ***organisational environmental policies and procedures***. 1.2. Explain the environmental management plan to staff using appropriate communication strategies. 1.3. Convey information about current organisational programs and activities to support the implementation of environmental management practices.
2. Assess implementation of environmental management practices.	2.1. Determine staff participation in the implementation of environmental management practices according to organisational policies and procedures. 2.2. Determine barriers to effective staff implementation of organisational environmental management practices. 2.3. Identify areas for modification or improvement in implementation of existing environmental management practices. 2.4. Determine new areas that require implementation of environmental management practices according to organisational policies and environmental management plan.
3. Develop initiatives to improve implementation of environmental management practices.	3.1. Identify, research and collate information to assist staff to apply environmental management practices and to address needs. 3.2. Consult with relevant personnel to identify potential ***programs or activities*** to improve implementation of environmental management practices. 3.3. Identify ***aims of initiatives*** for the implementation of environmental practices and expected outcomes. 3.4. Assess and determine the most suitable ***strategies to implement initiatives*** according to organisational policies and procedures. 3.5. Establish information needs and opportunities for community involvement in supporting the initiatives.
4. Implement initiatives	4.1. Identify and access resources within budgetary

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ELEMENT	PERFORMANCE CRITERIA
to improve staff implementation of environmental management practices.	constraints to support the achievement of required outcomes. 4.2. Identify physical facilities and equipment in line with organisational budgetary constraints. 4.3. Identify personnel to support the achievement of outcomes. 4.4. Promote organisational programs and activities to implement environmental work practices.
5. Monitor and review initiatives to implement environmental management practices.	5.1. Collect and analyse regular data to provide accurate measures of outcomes and ***effectiveness of initiative***. 5.2. Make comparisons with required outcomes to assess performance and report to ***designated personnel***. 5.3. Make recommendations to designated personnel for changes to strategies and systems as required. 5.4. Implement changes to strategies and systems to ensure outcomes are achieved according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - liaise with designated personnel to report progress and outcomes of initiatives to support implementation of environmental management practices
  - interact with staff to convey information about organisational environmental management practices
  - elicit information about current barriers to implementing environmental management practices
- problem-solving skills to:
  - review and evaluate outcomes of initiatives to support implementation of environmental management practices
  - make recommendations for improvements to future initiatives
- planning and organising skills to:
  - monitor and implement initiatives and strategies
  - access and use resources necessary to achieve effective outcomes
  - integrate program goals with organisational goals
- language and literacy skills to:

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  - read and analyse information about environmental management practices, organisational policies and procedures, and relevant legislation
  - interpret and apply information arising from review processes
- numeracy skills to work within budgetary restraints to plan and implement initiatives, such as programs or activities that support environmental management practices.

Required knowledge

- legislation and organisational policies and procedures to enable analysis of the organisational environmental management plan
- organisational environmental management plans and objectives to enable the development of initiatives that meet organisational goals as well as broader organisational strategic plans
- environmental issues specific to work practices and work environment to enable the development of initiatives and strategies that address specific environmental management requirements
- environmental management practices to enable the development of programs and strategies that are informed by best practice in environmental management
- community needs and expectations to ensure that environmental practices are relevant
- organisational structures and services to identify roles and responsibilities in implementing and monitoring environmental management practices
- training opportunities and networks to enable staff to access learning opportunities
- environmental legislation to enable the development of initiatives that meet legal requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analyses organisational environmental management plan to develop, implement and monitor initiatives that support effective environmental management practices • uses resources efficiently and responsibly according to budgetary constraints to support the achievement of identified outcomes • applies a continuous improvement approach to evaluate and recommend potential improvements to

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strategies.

Context of and specific resources for assessment	Assessment must ensure development, implementation and monitoring of practices that support environmental management and are relevant to the candidate's current or intended work environment. Assessment must also ensure access to: • an organisational management plan relevant to the candidate's current or intended work environment • sources of legislative requirements and organisational environmental management plan.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of interacting with staff to provide information about environmental management practices • observation of planning, monitoring and modifying initiatives to implement effective environmental management practices • oral and or written questioning to assess knowledge of environmental management practices and approaches • third-party reports from a supervisor detailing work performance over multiple applications • review of portfolios of evidence to show initiatives undertaken and evaluation outcomes. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXRES403A Use resources efficiently.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Environmental management plan	• aims and objectives • resources

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may include:	• environmental performance indicators • energy and water management • strategies and action plan.
Relevant legislation may include:	• environmental protection • tenure • local laws and by-laws • ordinances.
Organisational environmental policies and procedures may include:	• waste management • land management.
Programs or activities may include:	• business sustainability • environmental load reduction • waste management • energy saving.
Aims of initiatives may include:	• raise awareness • identify problems and make improvements • increase skills and knowledge • increase community participation • encourage feedback for improvement.
Strategies to implement initiatives may include:	• experts or consultants with relevant skills • workplace environmental projects • participation in community projects • tenders for goods and services.
Effectiveness of initiative may include:	• consistency of involvement • level and quality of training provided • level and quality of benefit derived • outcomes achieved and goals for improvement.
Designated personnel may include:	• managers • supervisors.

Unit Sector(s)

Cross-Sector

Competency Field

Resource Management

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SITXMPR001A Coordinate production of brochures and marketing materials

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate the development of brochures and other marketing materials. It requires the ability to source information to be included; obtain production quotations; develop or outsource copy; and design, check and approve final content.

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

Application of the Unit

Application of the unit

This unit describes a complex sales and marketing skill for those working within the service industries and applies to the full range of industry sectors and environments.

Brochures and marketing materials can be devised to promote any product, service or event; a group of products being cooperatively marketed; or even a whole city, region or tourist precinct.

This unit does not include all the skills of a professional graphic designer or copywriter. Rather it reflects the more general skills needed by a large range of service industry personnel involved in sales and marketing activities.

Frontline sales and marketing personnel who operate with some level of autonomy or under limited supervision and guidance from others would be responsible for coordinating the production of brochures and marketing materials. Managers and owner-operators of small businesses would also undertake this activity.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills	The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
1 Plan the production of brochures and marketing materials.	1.1 Plan for the production of ***brochures and marketing materials*** according to organisation objectives, marketing focus and other issues that impact on the production process. 1.2 ***Consider factors*** in the planning of brochures. 1.3 Create detailed action plans for the production process, including timelines, responsibilities and budget.
2 Produce information for inclusion.	2.1 Produce or obtain from the appropriate source accurate and complete ***information for inclusion***. 2.2 Present information in a clear and easily understood format. 2.3 Present information in a culturally appropriate way.
3 Obtain quotations for artwork and printing as appropriate.	3.1 Provide ***accurate and complete specifications*** to quoting organisations within appropriate timeframe. 3.2 Obtain comprehensive quotations with full details of potential variations to cost and conditions that may apply.
4 Develop final copy for brochures and marketing materials.	4.1 Develop copy using basic creative writing techniques or outsource to sell the products presented. 4.2 Produce copy that provides accurate practical and operational details. 4.3 Present all costs accurately with notes about conditions that may apply. 4.4 Present general conditions clearly and accurately according to organisation policy. 4.5 Check all copy for accuracy prior to submission to internal or external art house or printers.
5 Coordinate the print production of brochures and marketing materials.	5.1 Liaise with production house or responsible staff members in a manner that permits accurate monitoring of production schedule. 5.2 Check and correct all production work as required. 5.3 Re-check and gain approval of appropriate authority only

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ELEMENT	PERFORMANCE CRITERIA
	when totally accurate.
	5.4 Approve artwork according to organisation guidelines prior to commencement of printing.
	5.5 Obtain and deliver brochures and marketing materials on schedule and establish contingency plans to allow for situations where timelines may be exceeded.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- high-level literacy skills to create copy or check quality of outsourced copy, to interpret quotations and conditions and to proofread all contents of draft materials
- high-level verbal and written communication skills to explain complex requirements and specifications
- high-level numeracy skills to calculate costs and quantities of materials to be produced, sizing of layouts and components, and total size of final materials.

The following knowledge must be assessed as part of this unit:

- in-depth understanding of the objectives of the material and knowledge of the market for which material is required
- general awareness of potential of material for use on websites
- print production processes and terminology, including copy, film, artwork, 2-colour process, 4-colour process, final art, proofreading, bromide, print-ready, PDF file, author's corrections and transparencies
- printing and industry conventions in relation to placement of information, page numbering and copyright information
- quality indicators in brochure production, including readability, photographic quality, effective use of colour and spacing requirements
- current production technology
- creative writing techniques used for the content of brochures and other marketing materials
- procedures and requirements for preparation and proofing of material
- broad understanding of copyright laws and restrictions that apply to the inclusion of certain materials and content within brochures and other marketing materials

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REQUIRED SKILLS AND KNOWLEDGE

- procedures for copyright clearance of restricted materials.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- coordination of all elements of development and production process for brochures and marketing material
- ability to produce materials that meet stated objectives, provide current and accurate information and are free of errors
- knowledge and understanding of current production processes and terminology and copyright restrictions
- production of brochures and marketing materials within typical workplace time constraints that meet determined deadlines.

Context of and specific resources for assessment

Assessment must ensure:

- that the candidate has accessed a fully equipped office environment using appropriate computers, printers, communication technology, information and software programs to facilitate the processes involved in coordinating the production of brochures and marketing materials
- access to an operation for which brochures and marketing materials would be developed, or access to comprehensive and sufficient information about that operation to allow the candidate to fully coordinate the production of actual brochures and marketing materials to meet a specified market need for a commercially realistic operation
- access to technology and materials for the production

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EVIDENCE GUIDE

	of brochures and marketing materials • interaction with suppliers such as graphic designers, print production organisations and copywriters.
Methods of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to coordinate the production of brochures and marketing materials. The following examples are appropriate for this unit: • evaluation of brochures or other marketing materials produced by the candidate • written and oral questioning or interview to test knowledge of brochure coordination and production processes, copyright laws and clearance procedures • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SITXMGT006A Establish and conduct business relationships • SITXMPR004A Coordinate marketing activities.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work

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RANGE STATEMENT

environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Brochures and marketing materials may include:	• product brochures • destinational guides • promotional flyers and leaflets • conference programs and registration forms • event prospectus • display materials • product support manuals • advertising materials • direct mail pieces • invitations.
Factors that must be considered in the planning of brochures are:	• objectives of the material • market for which material is required • review of competitive materials • style and size of material • accessibility issues, such as the need to provide materials in alternative formats • time parameters • available budget • in-house production capabilities • internal and external distribution considerations • availability of required information • legal requirements or restrictions.
Information for inclusion may be:	• supplier information • photos • maps • tariff details • special offers or incentives • advertisements • sponsor messages • logos.
Accurate and complete	• size

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RANGE STATEMENT

specifications must include:

- number of colours
- type of paper
- number of photographs
- layout and style of text
- total number required
- conditions of contract
- production and delivery deadlines.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Marketing and Public Relations

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PUAFIR510B Inspect for legislative compliance

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency for inspecting areas to assist owners/occupiers to detect non-compliance, breaches and/or risks to the public or the environment. It includes responding to complaints from the public, acting to minimise risks to the public and/or the environment and recording and reporting non-compliance or initiating infringement notices.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUAFIR301B Undertake community safety activities

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Determine requirement for inspection**	1.1 Need for inspection is identified 1.2 Scope of inspection is determined based on the legislative provisions and the organisation's requirements relating to the inspection 1.3 Power of entry is determined in accordance with the legislative requirements
2. **Conduct inspection**	2.1 Designated area to be inspected is identified and defined 2.2 Inspection is conducted in accordance with the organisation's policies and procedures 2.3 ***Non-compliance***/possible ***breaches*** are detected and recorded in accordance with legislative and the organisation's requirements
3. **Determine appropriate action to achieve compliance**	3.1 Consultation is undertaken with the owner/occupier or alleged offending party to facilitate resolution in accordance with the organisation's procedures, if applicable 3.2 Options for ***action*** are identified that will enable compliance to be achieved 3.3 A practical action plan to achieve compliance is developed as a result of consultation

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Action is undertaken to achieve compliance
4. **Prepare report**	4.1 A report is compiled and submitted to satisfy the intent of the inspection in accordance with the organisation's requirements
	4.2 Details of the offence/breach are recorded and a clear report recommending action is submitted to appropriate personnel in accordance with ***organisational policies and procedures***
	4.3 Infringement notices are initiated or processed, or the offence is reported according to organisational procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

inspection techniques

record keeping

providing written reports

verbal and written communication with public

using appropriate technology to gather information

negotiating

problem solving

analysing options for action

Required Knowledge

potential risk to public

potential risks to environment

risk management procedures

organisation's policies and procedures relating to conducting routine and non-routine inspections, reporting risks, reporting breaches, collection of information, dealing with complainants, completing reports of incidents and complaints, issuing notices

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REQUIRED SKILLS AND KNOWLEDGE

legislation for which organisation has responsibility for and must align to legislative requirements relating to issuing of notices, reporting risks to public and environment

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence is demonstrated in: accurate identification and assessment of situation found comprehensive inspection within policy adherence to legislative and organisation's requirements accurate and comprehensive recording and reporting **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. Written or verbal tests may be used as supporting evidence **Specific resources for assessment** No special requirements
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised***

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RANGE STATEMENT

wording in the Performance Criteria is detailed below.

Breaches/non-compliance may include	non-compliance to building controls, reasonable requests in an emergency situation or disregarding fire bans or hazard warnings chemical spills, pollution maintenance of fire safety systems
Timeframe may include	state or territory statute of limitations, organisation's policies, procedures and guidelines
Information may include	written records, oral, anecdotes, reports, instructions, directions from supervisor/management interviews - formal and informal team meetings reports from other organisations, reports from experts media reports
Organisational policy and procedures may include	legislation relevant to compliance legislation relevant to the organisation operational, corporate and strategic plans organisational procedures, policies and guidelines operational performance standards
Appropriate action may include	isolating site contacting supervisor contacting other emergency services contacting relevant authorities processing infringement notices in accordance with organisational requirements recommendations
Procedures for advising complainants may include	verbal, telephone, facsimile, letters, standard forms
Gathering and recording of information may include	photographs, statements, diagrams, sketches, storing, handling and processing physical information
Reports of incident may include	diary, standard form, written report

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RANGE STATEMENT

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAFIR509B Implement prevention strategies

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to implement public safety risk prevention strategies which can be used to reduce the risk to the community.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUACOM011B Develop community awareness networks (Fire specific)

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Provide advice on prevention strategy**	1.1 ***Public safety risk prevention strategies*** are identified taking into account available information on hazards and environmental conditions 1.2 Public safety risk prevention strategies are assessed against organisation's criteria 1.3 Advice is provided to ***local forums*** on public safety risk prevention strategies in accordance with ***organisational policy and procedures*** 1.4 Advice provided takes into account type of risk, locality, and protection of life, property and the environment
2. **Implement and monitor prevention strategies**	2.1 Risk prevention activity is implemented in accordance with selected strategies 2.2 Prevention activities are communicated to and coordinated with ***relevant authorities*** and other ***responsible organisations*** 2.3 Progress reports are provided to ***stakeholders*** in line with organisational policies and procedures
3. **Review implementation of prevention strategies**	3.1 Stakeholders are advised of the outcome of the implementation in line with organisational policy and procedures 3.2 Recommendations are documented and provided to appropriate personnel as proposed

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ELEMENT	PERFORMANCE CRITERIA
	amendments to prevention strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

resolve conflicts

ability to negotiate

analyse needs

communication

Required Knowledge

legislative requirements relevant to emergency management

problem solving and decision making techniques

emergency management concepts and principles

techniques for the prioritisation and evaluation of public safety risk management systems

organisation's policy and procedures

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in ability to effectively implement the selected public safety risk prevention strategy

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EVIDENCE GUIDE

	Consistency in performance Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Underpinning knowledge may be assessed through written assignments, project reports, debriefings and action learning projects **Specific resources for assessment** For the demonstration of competence in this unit it will be necessary to provide a real life environment and/or simulations based on real life incidents. These resources may involve complex scenarios sufficient to allow evidence to be gathered from a variety of sources and stakeholders on more than one occasion and over an extended period of time
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Relevant authorities and other responsible organisations may include	operative and support organisations other emergency organisations water, gas and power agencies welfare and counselling organisations medical organisations equipment suppliers contractors community service organisations land management agencies

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RANGE STATEMENT

	Federal, State and local government authorities
Local forums may include	local councils
	local emergency management committees
	community groups
	schools
Documentation may include	emergency procedures
	standard operating procedures
	relevant Australian or international documentation disaster/ emergency management
	organisational and workplace operating procedures and policies
	evacuation procedures
	occupational health and safety procedures
	applicable State/Territory, Commonwealth legislation and regulations
	risk and hazard analysis
Applicable legislation, regulations and organisational requirements may include	State/Territory and Commonwealth legislation and regulations relating to public safety
	state of emergency
	Occupational Health and Safety regulations and legislation
	industrial relations
	workers' compensation
	privacy and confidentiality legislation
	freedom of information
	environment protection legislation
	equal opportunity
	equal employment opportunity and affirmative action legislation
	standards and certification requirements
	quality assurance procedures
	memorandum of understanding/ agreement
	conventions

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RANGE STATEMENT

	protocols policies codes of practice procurement procedures mental health work (non clinical) Community Services and Health Training Australia
Stakeholders may include	staff career and volunteer personnel client groups members of the public community groups industry groups public and private sector organisations non-government organisations Members of Parliament
Public Safety risk prevention strategies may include	all aspects of comprehensive emergency management evolved from considering prevention/ mitigation preparedness response and recovery including safety standards legislation and regulation building codes land use management public education emergency management planning mutual aid agreements training and exercises warning systems critical incident stress management community restoration mobilising resources implementing plans financial support

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RANGE STATEMENT

	restoration and reconstruction
	prescribed burning
Assessment of strategies may include	determination of advantages
	disadvantages
	deficiencies and limitations
	costs and benefits
Sources of risk may include	commercial and legal relationships
	economic
	human behaviour
	natural events
	political circumstances
	technology/ technical issues
	management activities and controls
	individual activities
Organisational documentation may include	emergency/disaster management plans
	standard operating procedures
	policies and procedures and guidelines
Community information may include	community information booklets
	local media
	local council
	local emergency service personnel
Communication strategies may include	meetings
	letters
	facsimile
	electronic transmission of information
	small group or individual verbal communication
Communicating to promote understanding may include	using plain English (or appropriate community language)
	avoidance of technical terminology and jargon
	taking account of education levels
	literacy levels

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RANGE STATEMENT

	English language levels
	familiarity with technical terms
	may require use of interpreter or community liaison officer
	positive relations with stakeholders may be promoted by facilitating open communication and responding promptly to queries
Organisation's criteria for selection of public safety management intervention strategies may include	equity
	timing
	leverage for further vulnerability-reducing action, cost effectiveness
	administrative efficiency
	continuity of effects
	compatibility with other strategies
	jurisdictional authority
	effects on economy
	effects on environment
	possibility of vulnerability creation
	vulnerability reduction potential
	public and pressure group reaction
	effects on individual freedom
Organisational policy and procedures may vary between sectors and organisations may include	legislation relevant to the public safety risk prevention strategies
	legislation relevant to the organisation
	operational, corporate and strategic plans
	standard operating procedures
	operational performance standards
	organisational personnel practices and guidelines
	organisational quality standards

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Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAFIR507B Inspect building fire safety systems

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competence required to interpret building plans and associated documentation for fire safety systems, locate and note variations to systems, assess the operation and maintenance of the systems and report on the findings on the inspection in accordance with the organisation's requirements.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite Unit/s	PUAFIR302B Suppress urban fire PUAFIR314B Utilise installed fire safety systems PUAFIR403B Assess building plans

Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Determine requirement, scope and outcome of inspection**	1.1 Requirement for inspection is determined 1.2 Scope of inspection is determined based on organisation's requirements relating to the inspection
2. **Identify the fire safety systems on the building plan and associated documentation and locate the actual systems in the building**	2.1 Class of building and nature of occupancy is identified 2.2 ***Fire safety systems*** and components are correctly identified on the building plans and associated documentation 2.3 Using the building plans and associated documentation, the fire safety systems are located in the building 2.4 Variations between the plans and the actual locations are recorded
3. **Verify the actual fire**	3.1 The building plan and associated documentation

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ELEMENT	PERFORMANCE CRITERIA
safety systems with the building plan and associated documentation	are compared with the actual location of the building's fire safety systems 3.2 Variations between the building plans and associated documentation and actual locations are recorded
4. **Review compliance of the building fire safety systems**	4.1 Building fire safety systems are checked against design requirements and relevant standards 4.2 Building emergency organisation's structure is checked against design requirements and relevant standards 4.3 Maintenance procedures and log books are checked against design requirements and relevant standards 4.4 Variations to design requirements and relevant standards are noted and reported
5. **Assess the operation and maintenance of the fire safety systems**	5.1 Maintenance requirements are identified and examined 5.2 Maintenance records are located and examined 5.3 Fire safety systems are tested in conjunction with a building representative and recorded and reported in accordance with the organisation's and/or owner/occupier requirements
6. **Report on the inspection of the building fire safety system**	6.1 Variations to building plans and associated documentation are described 6.2 Information on the review of the building's fire safety systems compliance is provided 6.3 Reports are distributed according to the organisation's policies, legislative requirements and/or owner/occupier requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

interpret building plans in relation to fire safety systems

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REQUIRED SKILLS AND KNOWLEDGE

locate and identify components of the building fire safety system

operate and reinstate fire safety systems in accordance with the organisation's requirements

Required Knowledge

relevant standards

types of fire suppression systems

methods of operation of fire suppression systems

types of detection and alarm systems

building evacuation systems

role of emergency management organisation

egress routes and housekeeping practices

relevant manufacturers' specifications

maintenance procedures

specific building design requirements

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential that competence is demonstrated in: comparing the building's actual fire safety system against the system on the building plans and associated documentation inspecting and determining the building's fire safety system against design requirements or other relevant standards knowledge of building regulations in the area of responsibility knowledge of the Building Code of Australia reporting on the inspection and highlighting variations **Consistency in performance**

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EVIDENCE GUIDE

	Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Evidence of competence may be demonstrated on the job through actual inspections Verbal or written assessment of knowledge components may be used as supporting evidence **Specific resources for assessment** This unit will require a site and building plans and associated documentation for an actual inspection
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Installed fire safety systems must include	fire sprinkler systems fire detection and alarm systems
and may also include	communications systems fire suppression systems (including hydrants and boosters) building control systems building design requirements Emergency Warning and Intercommunication System (EWIS) emergency vehicle access - egress systems fire/emergency control centres/rooms smoke hazard management fire resisting structures/compartmentation

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RANGE STATEMENT

Operation of these systems must include compliance with	organisation's procedures Building Codes Australia, AS/NZ Standards and building regulations
and may also include	manufacturers' specifications
Emergency access-egress systems, must include	emergency lifts emergency lighting and power systems emergency warning and intercommunication systems exit signs exit doors emergency vehicular access exit and egress pathways

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAFIR405B Collect, analyse and provide regulatory information

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor	This unit covers the competency required to collect, analyse and provide information to support the achievement of the organisation's objectives in emergency management. (adapted from PUACOM003B (Police))

Application of the Unit

Application of the Unit	The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package. This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s	Nil

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify *regulatory information* needs and sources**	1.1 The information needs of individuals/managers are determined and the sources are identified 1.2 Information held by the organisation is reviewed to determine suitability and accessibility 1.3 Plans are prepared to obtain information which is not available or accessible within the organisation
2. **Collect and analyse regulatory information**	2.1 ***Collection*** of information is timely and relevant to the needs of individuals/managers 2.2 Information is in a format suitable for ***analysis***, interpretation and dissemination 2.3 Information is analysed to identify relevant trends and developments in terms of the needs for which it was acquired
3. **Use management information systems**	3.1 ***Management information systems*** are used to store and retrieve data for decision making 3.2 Technology available in the work area/organisation is used to manage information 3.3 Recommendations for improving the information system are submitted to designated persons/groups

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ELEMENT	PERFORMANCE CRITERIA
4. **Record and support regulatory information**	4.1 The results of information gathering, analysis and synthesis are reported within specific time frames and to the standards defined by the organisation 4.2 The results of information gathering, analysis and synthesis are reported and used to inform policy development and organisation decision-making 4.3 Information which is gathered is disseminated to appropriate personnel within the specified timeframe

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

communicate effectively

collect and collate information

analyse record information

present information

disseminate information

use management information systems to store and retrieve data

Required Knowledge

information collection, collation, analysis and display techniques

information evaluation issues

information storage requirements and methods

reporting procedures of the organisation

project management/research techniques

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Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential that competence in this unit is demonstrated in: the effective use of the information system to facilitate achievement of organisational objectives authoring and presenting reporting and submissions an ability to collect, analyse and synthesise regulatory information
	Consistency in performance Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment **Specific resources for assessment** No special requirements
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Regulatory information may include	acts regulations, codes and guidelines standards building codes

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RANGE STATEMENT

	dangerous goods codes
	planning requirements
	ministerial or cabinet policy and guidelines documents
Presentation of information may include	routine and complex reports and submissions
	briefing notes, ministerials
	proposals, project plans
	articles and promotional material
	coronial inquiries
	annual reports
	royal commissions
Management information systems may include	computers
	communication channels
	records management
	procedures
	manuals
	protocol
	legislation, guidelines and awards
	organisational, legal and policy materials
	client information
	market trends
	registries and file records
	library
	financial records
	basic statistical information
	personnel resources
Analysis may include	application of statistical methods
	mathematical calculations
	critical analysis
	problem solving
Collection techniques may include	research
	surveys

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RANGE STATEMENT

Collection methods may include	literature search interviews databases observation indexing linking sorting comparing categorising integrating
Evaluation of information issues may include	credibility reliability validity accuracy pertinence relevance

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAFIR404B Inspect dangerous goods facilities

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the competency to inspect dangerous goods facilities and identify areas of non-compliance.

Application of the Unit

Application of the Unit The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s PUAFIR403B Assess building plans

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify presence of dangerous goods and/or hazardous substances**	1.1 Dangerous goods and/or ***hazardous*** substances are identified in accordance with the organisation's procedures 1.2 Dangerous goods and hazardous substances labelling and documentation is located and interpreted 1.3 ***Information*** about dangerous goods and/or hazardous substances is sought from authorised personnel and relevant authorities
2. **Establish location and quantity of dangerous goods and/or hazardous substances**	2.1 Location of dangerous goods and/or hazardous substances is identified 2.2 Licensed quantity of dangerous goods and/or hazardous substances stored or handled in the different locations is determined 2.3 Type of bulk or package storage is identified 2.4 Use of storage, process or transport of dangerous goods and/or hazardous substances is identified 2.5 Number of different classes of dangerous goods located in one area is identified 2.6 Site manifests are located and examined
3. **Identify product information**	3.1 Material Safety Data Sheets are located and interpreted 3.2 Product safety information is located and

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ELEMENT	PERFORMANCE CRITERIA
	interpreted
	3.3 Additional information such as manifests, HAZCHEM signage, safety signs, is located and interpreted where applicable
4. **Identify and locate the fire safety systems in the facility's plan and associated documentation**	4.1 Type of facility is identified
	4.2 ***Fire safety systems*** and components are correctly identified on the facility plans and associated documentation
	4.3 Using the facility plans and associated documentation, the fire safety systems are located in the facility
	4.4 Variations between the plans and the actual locations are recorded
5. **Verify the actual fire safety systems with the facility plan and associated documentation**	5.1 Compare facility plans and associated documentation with the actual location of the facility's fire systems
	5.2 Variations between the facility's plans and associated documentation and actual locations are recorded
6. **Assess the operation and maintenance of the fire safety systems**	6.1 Installed automatic fire alarms systems are checked against stated facility requirements
	6.2 Method of operation of the facility's evacuation system is checked using AS2220 requirements as a guide
	6.3 The facility's emergency organisation is checked using AS3745 requirements as a guide
	6.4 Maintenance procedures and logbook for automatic fire alarm systems are checked against AS1851 requirements as a guide
	6.5 Maintenance procedures and logbooks are checked against design requirements as a guide
	6.6 Other maintenance requirements for fire safety systems are identified and examined against the stated standard for the particular system
	6.7 Fire safety systems are tested in conjunction with a facility representative and recorded and reported in accordance with the organisation's procedures
	6.8 Variations to design requirements are noted and reported
7. **Record and report information**	7.1 Information relating to dangerous goods and/or hazardous substances located in the facility is

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ELEMENT	PERFORMANCE CRITERIA
	documented in accordance with the organisation's procedures 7.2 Issues identified are documented in accordance with the organisation's procedures 7.3 Variations to the facility's plans and associated documentation are described 7.4 Information on the facility's fire safety system's operation and maintenance is provided 7.5 Collated information and issues identified are reported to the supervisor or relevant authorities in accordance with the organisation's procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

interpret regulations, codes and standards

inspect using the above documentation as a reference

produce reports

interpret facility plans and associated documentation (logbooks) and specifications

Required Knowledge

difference between packaging and storage of dangerous goods

information systems to identify dangerous goods/hazardous substances

dangerous goods and hazardous substances

forms of identification

procedures involved in responding to a hazardous materials incident

containing and removing hazardous materials

special hazards

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Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in: comparing stated fire safety systems with actual fire safety systems identification of dangerous goods and hazardous substances report on inspection and highlighting variations determining maintenance requirements of fire safety systems and correct maintenance practices identification and certification of fire safety systems assessment of the operation **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Evidence of competence may be demonstrated on the job or in a simulated workplace environment Verbal or written assessment of knowledge components may be used as supporting evidence **Specific resources for assessment** Appropriate regulations, codes and standards and access to a suitable facility
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for

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RANGE STATEMENT

different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazardous materials must include	any material which, without adequate safeguards, may contaminate the environment, and/or threaten life or property. It includes all dangerous goods, hazardous substances, scheduled poisons, environmental pollutants and prescribed listed wastes
Hazmat identification information must include	United Nations numbers proper shipping names product names or trade names chemical names and chemical abstract service numbers dangerous goods class labels packing groups emergency information panels placarding storage manifests transportation documents chemical abstract service number
Installed fire safety system must include	fire main system static water and pump sets fire sprinkler system cooling water system fire/flame detection and alarm system gas/vapour detection and alarm systems communication system evacuation system fire suppression system smoke/ventilation control system passive fire protection explosion relief devices Bunding
Operation of these systems may include compliance	Australian Standards

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RANGE STATEMENT

with	Australian Worksafe Standards and Codes
	NFPA Standard
	British/European Union Standard
	industry association specification
	manufacturer's specification
	system designer specification
	company/owner requirements
	NSW Planning Guidelines Advisory Paper No.2 (Fire Safety Study)
	Factory Mutual Systems - Loss Prevention Data
Information about hazardous materials must be accessed from	Emergency Response Guide Books
	the HAZCHEM Code
	the NFPA Code
	European Marking ADR Hazard Identification Numbers
	emergency procedure guides
	electronic databases
	HAZMAT Action Guides
	material safety data sheets
and may also include	safe storage and handling information cards
	technical advice
	Worksafe list of hazardous substances
Consequences of a release must include	vapour cloud formation and tracking
	ground water/watercourse contamination
	fauna/flora impact
	soil contaminants
	effects on people
	effects on property
	atmosphere
Consequences of a fire must include	heat flux contours
	explosive over pressure
	toxic smoke/water/air concentration

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RANGE STATEMENT

	direct flame impingement
	direct impact from debris
	potential for propagation/knock-on effect
	secondary incidents
	effects on people
	effects on property
Scenarios must include	leaks into bunded/unbunded areas
	structural failure of storage vessel on part of manufacturing plant
	percussive unconfined vapour cloud explosion
	vapour cloud explosion
	boiling liquid expanding vapour explosion
	bund fires
	jet fires
	pool fires
	flash fires
	toxic vapour clouds
	vehicle fires

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAFIR403B Assess building plans

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to interpret building plans and associated documentation for fire safety systems and produce a report in accordance with the organisation's requirements.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUAFIR314B Utilise installed fire safety systems

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Collect plans and documentation**	1.1 Appropriate building plans and documentation to undertake the assessment are obtained 1.2 Additional information where required is sourced from the appropriate parties
2. **Assess building plans and associated documentation**	2.1 ***Fire safety systems*** are correctly identified on the building plans and associated documentation 2.2 Building plans and documentation are checked in accordance with the organisation's requirements and relevant codes, regulations and standards 2.3 Variations between the plans and the actual locations are assessed and recorded
3. **Report on the assessment of building plans and associated documentation**	3.1 Variations to building plans and associated documentation are documented and reported 3.2 Recommendations arising from the assessment are documented and reported in accordance with the organisation's requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

identify and interpret building plans in relation to fire safety systems

apply knowledge of firefighting and organisational requirements for assessing building plans

Required Knowledge

regulations, codes and standards

building and drafting terms and practices

organisation's procedures

equipment manufacturer's specifications

maintenance procedures

design documentation and reporting

types of fire safety systems

building class and type of construction

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence is demonstrated in: identification of plans and associated documentation required to undertake an assessment of a building plan ability to review the building's fire safety system against design requirements knowledge of codes, regulations and standards reporting on the assessment of building plans **Consistency in performance** Evidence should be gathered over a period of time in a

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EVIDENCE GUIDE

	range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Evidence of competence may be demonstrated on the job or in a simulated workplace environment Verbal or written assessment of knowledge components may be used as supporting evidence **Specific resources for assessment** This unit will require a site and building plans and associated documentation for an actual or simulated assessment
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Installed fire safety systems must include	fire sprinkler systems fire detection and alarm systems communication systems fire suppression systems (including hydrant, booster) building control systems building design requirements emergency warning and intercommunication system (EWIS) emergency vehicle access - egress systems fire/emergency control centres/rooms smoke hazard management fire resisting structures/compartmentation
Operation of these systems	organisation requirements

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RANGE STATEMENT

must include compliance with	Australian Standards, Building Code of Australia and building regulations building regulations
and may also include	manufacturers' specifications

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PSPREG402C Promote client compliance

Modification History

PSPREG402C Release 2: Layout adjusted. No changes to content.

PSPREG402C Release 1: Primary release.

Unit Descriptor

This unit covers provision of information, encouragement and advice by personnel in regulatory/compliance/law enforcement roles in one-to-one and group situations to raise awareness, encourage understanding and improve compliance with legislative requirements and/or standards. It includes advising and assisting clients to comply with legislation or standards, and implementing communication strategies to improve compliance.

In practice, promoting client compliance may overlap with other generalist or specialist public sector work activities, such as providing client service, acting ethically, exercising regulatory powers, assessing compliance, acting on non-compliance, etc.

This unit replaces and is equivalent to PSPREG402B Promote client compliance with legislation.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the

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competency. Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise and assist clients to comply with legislation or standards	1.1 ***Client*** needs, expectations, ***attitudes***, and current level of knowledge are confirmed. 1.2 Risks related to possible confrontations are identified and managed in accordance with organisational risk management and procedures. 1.3 Advice is provided to clients that is current, timely and meets the specific needs of clients in its range, depth and form of presentation. 1.4 Feedback is obtained on clients' levels of understanding and additional information or explanation is used to clarify issues if required. 1.5 ***Information*** is provided to promote the benefits of compliance and the consequences of non-compliance. 1.6 Clients are advised of processes and timelines when interpretation/advice from others is needed for complex matters.
2. Implement communication strategies to improve compliance	2.1 ***Communication strategies*** are tailored to the audience and the *context.* 2.2 ***Presentation standards*** are applied in accordance with organisational guidelines and the needs of clients. 2.3 Community rights and responsibilities and avenues for public redress under ***legislation/standards*** are highlighted when applicable. 2.4 Conflict resolution techniques are used if necessary and safety of self and others is protected in accordance with legislation, policy and procedures. 2.5 Content and presentation of communication strategies are adjusted in response to feedback gathered from a range of clients.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

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Look for evidence that confirms skills in:

- providing advice and discussion involving exchanges of sometimes complex oral information
- working with people - conflict resolution, coaching, problem solving
- delivering presentations tailored to the needs of a range of people from diverse backgrounds
- responding to diversity, including gender and disability
- reading and explaining complex and formal documents such as legislation and their application to clients' situations
- using active listening and questioning strategies to clarify understanding
- using information technology to access relevant legislation and guidelines
- applying occupational health and safety and environment procedures relating to the promotion of client compliance

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- relevant legislation, standards, policies and legal precedents
- consequences of non-compliance
- terminology used in legislation and procedures
- organisational procedures, guidelines and protocols
- delivery approaches to address a range of learning styles
- industry knowledge
- equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to the promotion of client compliance

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

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PSPGOV408A Value diversity

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPOL404A Support policy implementation

PSPREG401C Exercise regulatory powers

PSPREG403B Assess compliance

PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- promotion of client compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- presentation materials and communication techniques to suit diverse audiences
- case studies and workplace scenarios to capture the range of compliance situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when promoting client compliance, including coping with difficulties, irregularities and breakdowns in routine
- promotion of client compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people

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- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Clients may include:

- individuals
- organisations
- general public
- key stakeholders from industry
- industry groups
- unions
- students
- community
- specific interest groups
- other government agencies

Attitude may include:

- compliant/willing to comply
- interested
- helpful
- negative
- aggressive
- violent

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Information may include:	• verbal advice or explanation • written materials • brochures • videos • electronic media: floppy disk, CD-ROM, email, Internet
Communication strategies may include:	• one-to-one • informal discussion • telephone call • small group discussion/presentation • large group presentation • written paper-based or electronic presentation • teleconference • video-conference
Contexts may include:	• telephone • face-to-face • public forums • in the workplace • in the field • front counter • call centres • video-conferencing • email • web site
Presentation standards may include:	• dress • punctuality • preparedness • manner • handouts • overhead transparencies/slide shows • questioning techniques • customisation to meet the needs of a diverse workplace
Legislation and standards may include:	• enabling and related legislation • public sector standards • organisational policy and procedures • equal employment opportunity and anti-discrimination law

Unit Sector(s)

Not applicable.

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Competency field

Regulatory.

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PSPPOL401A Contribute to policy development

Modification History

PSPPOL401A Release 2: Layout adjusted. No changes to content.

PSPPOL401A Release 1: Primary release.

Unit Descriptor

This unit covers the provision of input to the policy development process by all public sector staff and other stakeholders who are not policy specialists (i.e. they are not responsible for developing policy). It includes contributing to the consultative, validation and review phases of policy development, and providing feedback on the policy development process.

Assistance to the policy development process by specialist policy research officers responsible for aspects of policy development is covered in the unit *PSPPOL402A Assist with specialist policy development*, rather than this unit.

In practice, contributing to the development of policy may overlap with other generalist or specialist work activities such as applying government processes, providing client services, gathering and analysing information, providing input to change etc.

This unit replaces *PSPPOLD401A Contribute to the development of policy*, and contains additional requirements. The units are not equivalent.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to the consultative phase of policy development	1.1 Opportunities to contribute to ***policy*** development are ***identified*** and responded to in accordance with organisational needs, government directions and priorities. 1.2 Information on the policy development process, timelines and expected outcomes is communicated to interested parties in accordance with ***public sector requirements***, to ensure likely ***stakeholders*** are aware of, and able to engage in, policy development that may affect them. 1.3 Information on policy requirements and existing policies and procedures likely to be impacted, is ***gathered*** from within and ***outside*** the immediate work environment, recorded and provided in accordance with organisational procedures.
2. Contribute to the validation stage of policy development	2.1 Draft policy is analysed and the likely implications for government service delivery are identified in consultation with ***those likely to be affected***. 2.2 Draft policy implications for work processes and outcomes are evaluated and recorded. 2.3 Likely implementation issues, dissenting stakeholders and transition requirements are identified and recorded. 2.4 Feedback on draft policy is provided as unambiguous, objective advice supported by evidence provided in accordance with organisational procedures.
3. Provide feedback on policy development	3.1 Information relating to the process of policy development is gathered, stored and analysed during policy development, as required. 3.2 Oral or written feedback on the policy development process and the final policy is provided to the policy developer in accordance with organisational procedures.
4. Contribute to the review of policy	4.1 Information relating to the expected outcomes of the policy is gathered, recorded, analysed and provided before, during and/or following policy implementation, as required. 4.2 Unanticipated consequences of policy and suggestions for dealing with them are identified and reported immediately in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational procedures and protocols.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- reading and evaluating complex and formal documents such as policy and legislation and making judgments on their impact on the organisation
- working with others to consult on and validate policy
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- accessing policies and legislation electronically or in hard copy
- undertaking research involving collecting and analysing data for evaluation
- preparing written reports requiring precision of expression
- identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- current policies underpinning the work area
- the policy cycle
- organisation and government processes and procedures
- public sector code/s of ethics and code/s of conduct
- principle of community and stakeholder engagement in policy development
- equal employment opportunity, equity and diversity principles
- environmental, sustainability and occupational health and safety implications of policy/s being developed

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

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Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV408A Value diversity

PSPGOV422A Apply government processes

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- contribution to policy development in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- relevant policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to policy development, including coping with difficulties, irregularities and breakdowns in routine
- contribution to policy development in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

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	Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: • case studies • portfolios • projects • questioning • scenarios • authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Policy may include:	• any policy required by an organisation for its own functioning or to meet board or government directives
	• public policy
	• public sector policy
	• central agency policy
	• whole of government policies
	• international policy
	• organisational policy relating to a range of functions, such as:
	  • human resources
	  • administration
	  • financial management
	  • work practices
	  • training
	  • information technology
	  • technical/professional requirements
	  • environmental and sustainability practices

Identification of policy development	• participation in:

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opportunities may occur through:	• policy networks • industry forums • professional associations • special interest groups • government publications • political party platforms • international literature • other government departments in other jurisdictions
Public sector requirements may include:	• full public involvement • limited public involvement • involvement of selected individuals and organisations • embargo on wide stakeholder involvement until later stage of policy development
Stakeholders may include:	• all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's conduct, actions, products and services, including: • employees at all levels of the organisation • other public sector organisations • private sector organisations • non-government organisations • other jurisdictions • union and association representatives • boards of management • government • Ministers • clients • the public • special interest groups
Information gathering may include:	• stakeholder consultation • developments in other public sector or private sector organisations • evaluation of similar policies • benchmarking • pilots or trials of policy • quantitative or qualitative research/data • survey instruments
Information sources outside the immediate work environment may include:	• clients • community • special interest groups • non-government organisations • other public sector organisations

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- private sector organisations
- other jurisdictions
- other countries
- those likely to be affected

Those likely to be affected may include:

- clients
- colleagues
- related services
- contractors
- other staff
- other organisations
- other government sectors

Unit Sector(s)

Not applicable.

Competency field

Policy.

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CHCPOL403B Undertake research activities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to implement research relevant to operations of the organisation and/or the community

Application of the Unit

Application	This unit may apply in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range

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Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a research plan	1.1 Ensure views and interests of *stakeholders* are reflected in the research methodology and it and is compatible with ethical considerations 1.2 Select research methodology suitable to needs, purposes and resources and to maximise credibility of outcomes 1.3 Select and use research strategies appropriate to client group, subject matter being researched, the outcomes sought and the resources available 1.4 Ensure research plan incorporates strategies for validating research outcomes
2. Implement appropriate research strategies	2.1 Determine and allocate resources needed to conduct research 2.2 Ensure collection, recording and storage of all relevant information is timely and will ensure validity, confidentiality and security 2.3 Identify a representative range of people and groups with an interest in the issues and consult them in appropriate ways to ensure validity of outcomes 2.4 Undertake consultation according to agreed practices and protocol of own and other agencies 2.5 Consider cultural sensitivities and ethical issues in all consultation
3. Organise and analyse information	3.1 Organise information in a form that allows analysis and suits the research purposes 3.2 Develop patterns in the data and derive explanations, maintaining validity and reliability
4. Report the findings of the	4.1 Report complete and accurate details of the

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ELEMENT	PERFORMANCE CRITERIA
research	research methodology, information and analysis in an accessible and useable style and format
	4.2 Provide opportunities for validation of research findings
	4.3 Report research results and make them available to all relevant stakeholders

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Current and suitable research methodologies, including community based research and participatory research
- Research interview techniques, including consultation methods, protocols and practice
- Information systems, manual and electronic
- Report presentation
- Cultural implications of research methods
- Cultural analysis of information
- Cultural knowledge and ownership issues
- Research ethics

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Carry out research activities that are directly relevant to the organisation and/or the community

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REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - consultation methods
  - complex communication
  - negotiation with a wide range of known and unknown stakeholders
  - interpretation and analysis of data
  - networking
  - written/oral presentation
- Utilise relevant information technology effectively in line with occupational health and safety (OHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions This may include the use of languages other than English and alternative communication systems • It is recommended that assessment take place on one or more occasions but must include all aspects of research activities - preparing, implementing, analysing, and reporting on research

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment of this unit include access to: • an appropriate workplace where assessment can take place, or simulation of realistic workplace setting for assessment
Method of assessment:	• Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work

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RANGE STATEMENT

situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The contexts for undertaking research may include:	• Preparation of a range of organisation information for policy development, strategic planning, marketing and promotion services, planning new services, reviewing existing services, providing advice to management • Responsibility for research specific to a service, its stakeholders, interests and relationship with the wider community • Specific community or client interests and issues
Stakeholders may be:	• Within the organisation • Within the community • In other areas of delivery and other services, agencies • In the education/training field • Other specialists • Management • Community leaders • Recipients of the service delivery

Unit Sector(s)

Not Applicable

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CHCGROUP403D Plan and conduct group activities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to participate in, establish and lead a range of informal and formal groups in a variety of settings

Application of the Unit

Application	This unit may be applied to group work in a range of community service settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of	The Performance Criteria specify the level of performance required to demonstrate achievement of the

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competency.	Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Address resourcing issues for *group activities*	1.1 Plan group activities, including consideration of: • the purposes, defined according to the identified needs of the client group • the human, financial and physical *resources* required 1.2 Where required resources are not immediately and readily available, make appropriate submissions to potential sources of assistance and resources 1.3 *Ensure formal submissions meet requirements* of funding guidelines and organisation principles and practice
2. Coordinate a group planning process	2.1 Actively seek opportunities for collaborative planning and promotion of group activities with clients and solicit, analyse and prioritise information about group's needs and expectations 2.2 Negotiate the purpose of group activities with the group in a manner that gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes 2.3 Translate purpose of proposed group activity into a set of aims and objectives 2.4 Analyse potential impact on group operation of the values and beliefs of both worker and client and clarify with those involved in planning and implementing group activities 2.5 Deal with contributions and suggestions to group planning processes so as to promote continued participation 2.6 Design group strategies that promote effective group operation and take into account specific characteristics of clients who will participate in the activity or program

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ELEMENT	PERFORMANCE CRITERIA
3. Manage group processes including responding to conflict	3.1 Promote opportunities for open dialogue and active listening between group members 3.2 Encourage and model sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability 3.3 When conflict threatens or arises: • implement strategies to prevent it within own role, power and capacity • identify and reinforce the outcomes of positive conflict • clarify and confirm relevant principles and practices of conflict resolution and seek agreement to implement them • encourage acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation 3.4 Offer opportunity to all participants for debriefing, *support*, mediation, consultation and facilitation throughout conflict resolution processes
4. Evaluate group activities	4.1 Ensure aims and objectives of the group activity provide the basis for evaluation and feedback 4.2 Seek feedback from all group participants on leadership style, group process, achievement of objectives, other achievements and areas for development 4.3 Document evaluation data according to organisation procedures and distribute to relevant people

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of groups
- Different styles of group leadership and decision
- Effective communication strategies
- Organisation's policies, principles and procedures
- Organisation's and community resources
- Relevant models such as stages of group development and stages of change

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of the group activity types identified in the Range Statement
- Provide support for an appropriate target group, defined by factors as listed in the Range Statement

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - conflict management
  - developing and maintaining positive relationships
  - effective group management

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • Assessment may be conducted on one or more occasions but must enable assessment in a variety of settings with a range of both formal and informal groups
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit include access to:
	  • an appropriate workplace where assessment can take place
	  • simulation of realistic workplace setting for

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EVIDENCE GUIDE

assessment

Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace e.g. testimonials from group members, portfolios

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Group activities may be:	• Formal or informal • Structured • Semi structured • Unstructured
Group activities may relate to:	• Discussions about relevant issues • Sporting and recreation activities • Music and performing arts • Research, planning and management • Informal education • Community service and/or action • Special interest causes
Communication with young people may include:	• Oral, written or visual means • Use of third party translation/interpretation • Any language

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RANGE STATEMENT

Ensure formal submissions meet requirements may refer to:	• The aim and objectives of the proposed activity or program • Implementation and evaluation strategies • Management arrangements • Human, financial and physical resources available and required
Support will include:	• Information and resources managed by the organisation and other organisations and agencies • Advice and information • Facilitations
Resources will include:	• Information/referrals • Facilities • Equipment/materials • Administrative support • Facilitation of meetings • Worker skills/expertise

Unit Sector(s)

Not Applicable

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CHCDFV404C Promote community awareness of domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to identify gaps in existing information, services and resources and to promote community awareness of domestic and family violence issues which will enable the community to work towards the prevention of domestic and family violence

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify information, resource and service requirements	1.1 Employ appropriate *evaluation methods* to evaluate domestic violence *information, resources and services* available in the *community* 1.2 Review relevance of existing *community activities* and materials based on changing community needs and organisation philosophy 1.3 Accurately identify gaps and inadequacies in existing information, resources and services in accordance with *organisation standards and procedures* 1.4 Undertake research to ensure that information reflects the *underpinning values and philosophies* of domestic violence including a domestic violence prevention focus
2. Support community participation	2.1 Support community participation in line with organisation standards and procedures 2.2 Use appropriate *interpersonal and networking skills* to enlist support from *key people and groups* influencing community values 2.3 Provide opportunities for key people and groups to participate in designing and evaluating programs, *policies and strategies* to address the changing needs of the community 2.4 Undertake cooperative planning to develop appropriate policies and strategies which address the identified *community service education needs*
3. Promote domestic violence awareness	3.1 Identify and utilise relevant opportunities to formally and informally communicate and promote

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ELEMENT	PERFORMANCE CRITERIA
	awareness of domestic violence in line with community needs
	3.2 Promote service delivery and activities in a way that facilitates understanding and gains support
	3.3 Implement strategies to address identified gaps and inadequacies in information, resources and services in accordance with organisation standards and procedures
	3.4 Identify opportunities for *community education programs* and/or resources/services, and clarify and evaluate with key people and groups
	3.5 Evaluate and discuss community activities with key people and groups to determine future directions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of the general principles and practices of community development, education and consciousness raising
- Knowledge of the cultural and language groups represented within the local/regional community, and a respect for their values and beliefs
- An understanding of the key people and groups within the community who are able to influence community values
- Understanding of current theory and research knowledge in the domestic violence area
- Knowledge of the processes used to formally and informally communicate the domestic violence prevention needs of the community
- Knowledge of the social, historical, political and economic context of domestic violence,

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REQUIRED SKILLS AND KNOWLEDGE

including types and nature of domestic violence, power and gender issues, child abuse, and associated criminal issues

- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society relating to domestic violence and their impact
- Knowledge of the organisation's current domestic violence activities, programs and services
- Understanding of current organisation procedures, protocols and practice for promotion of services
- Knowledge of the impacts of cultural, sub-cultural, social, sexual identity, religious, gender, age, disability, language issues etc on attitudes towards domestic violence
- Knowledge of community development principles and strategies and their application and particularly the Ottawa Charter, partnership and community consultation approaches to community development
- Understanding specific limitations of work role, responsibility and professional abilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Promote community awareness of domestic violence, in particular, to:
  - research and identify strategies to address inadequacies in existing community information and resources
  - develop working relationships with key people within the organisation and other services, including the community to encourage their cooperation and participation in the promotion of domestic violence issues
  - depending on the work program or services provided apply specific knowledge of particular groups or issues (e.g. alcohol and other drugs (AOD), same-sex relationships, religious, survivors/victims of domestic violence, users of violence, Aboriginal and Torres Strait Islander communities, mental health etc)
  - effectively communicate and promote awareness of domestic violence (including services and activities) using methods which are appropriate to the community

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research involving analysis and evaluation for identifying domestic violence information and resource requirements of the community
  - networking in relation to establishing and maintaining relationships with key people and groups in the community
  - facilitation and presentation in relation to transferring and collecting information and

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REQUIRED SKILLS AND KNOWLEDGE

gaining agreement on concepts, for example presenting to community groups

- facilitation relating to providing guidance to achieve outcomes and gain agreement on concepts and for enlisting support from key people and groups within the community
- report writing requiring analysis and evaluation of information in a defined range of areas, for example when bringing together results of research for recommending policies and strategies to address community needs
- problem solving for a broad range of problems involving analysis, assessment and evaluation for the development of new ways of addressing domestic violence issues which address changing community needs and attitudes and help to raise community awareness
- project planning in relation to scope, time, cost, quality, and communication requirements when planning new community education activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

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EVIDENCE GUIDE

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:

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EVIDENCE GUIDE

- demonstration of competency within the working environment to promote community awareness of domestic violence and the promotion of prevention of domestic violence
- where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- review of any documentation produced by the candidate related to needs analysis and/or community development service delivery evaluation

Related units:

This unit should be assessed after or in conjunction with related unit:

- CHCDFV402C Manage own professional development in responding to domestic and family violence

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit/s:

- CHCCD514C Implement a community development strategy
- CHCCD402C Provide education programs

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Methods to collect information may for instance include:	• Interviews with clients, family, significant others and carers • Questionnaires • Applications and other forms • Case documentation • Using specialist communicators • Classification tools • Information from professionals including medical reports • Information from service providers • Previous file records • Client consent (verbal and written)
Evaluate methods to evaluate information, resources and services available may include:	• Qualitative and quantitative • Consultative and participatory • Diagnostic or summative • Any combination of the above • Sampling techniques such as: • Observation of work activities • Workshops and meetings • Questionnaires • Surveys
Information, resources and services may include:	• Culturally appropriate literature and media that is relevant to specific needs groups e.g. Visually impaired • Skills/administrative support • Facilities, educational materials, equipment • Funding • Developmental training • Staff development programs, community

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RANGE STATEMENT

development programs

Services include but are not limited to:

- Government agencies/departments
- Non-government organisations
- Charity/voluntary organisations
- Church groups
- Service organisations
- Political parties
- Committees

Community may relate to a specific location, language/ cultural or social structure and include:

- Individuals and groups defined by the organisation's programs and services
- Other agencies providing services to individuals and groups
- People with specific needs and interests
- People using the organisation's services/programs
- Groups, such as those representing cultural, sub-cultural, gender, religious, age and sexual identity

Community activities are those which raise awareness of domestic violence issues and could include:

- Seminars and workshops
- Victim support groups/networks
- Public forums
- Community safety plans
- Focus groups on relevant issues
- Health promotion activities
- Users of violence behaviour change groups
- Community awareness programs
- Community education programs
- Community support programs

Organisation standards and procedures may include those relating to:

- Collection and storage of information
- Code of conduct/code of ethics
- Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities
- Organisation mission statement and/or philosophy
- Minimum practice standards

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RANGE STATEMENT

	• Assessment for eligibility to access particular services • Legal frameworks • Use of interpreter or interpreter services • Financial plan • Community development models
Underpinning values and philosophies relating to domestic violence include:	• All individuals have the right to be free from violence • The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence • All forms of domestic violence are unacceptable in any group, culture or creed • Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family • Domestic violence is widespread and complex • Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families • Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
Interpersonal and networking skills may include:	• Means for communicating with people with disabilities or where English is not the first language • Methods of communicating with different age, gender and sexual identity groups • Cultural and sub-cultural awareness/sensitivity • Using appropriate body language • Demonstrating empathy • Liaison with regional and specialist associations • Liaison with other service providers and key stakeholders • Liaison with key community contacts
Key people and groups within the community may include but are	• Various community groups representing cultural, sub-cultural, religious, social, ethnic, gender, sexual

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RANGE STATEMENT

not limited to:	identity, and age groups within the community • Policy and decision-makers in the specific community • Funding bodies • Service providers • Individuals, groups or communities most likely to be affected by strategies or action plans • Organisation management, colleagues, supervisor, team members
Policies and strategies that could be developed to meet the changing needs of the community may include:	• Strategies to increase access to facilities, services or decision-making • Providing direction, advice and information • Development of community facilities • Development of community education programs • Development of advocacy groups • Development of support networks/groups • Development of users of violence behaviour change groups • Improved community liaison and networking • Education programs to improve workers' skills and knowledge • Simple informal communication regarding the service's activities, through internal and external networks • Lobbying relevant persons and agencies • Public communication, such as public speaking opportunities, local media interviews/press releases etc • Specific materials such as flyers, brochures, 'advertisement' type articles in local newspapers • Use of existing own or other organisation/agency information channels such as notice boards/bulletin boards, newsletters, pamphlets, etc • Use of community meetings and meetings with community leaders, both formal and informal • Use of audio-visual materials and web-sites • Any combination of the above and others
Community education programs may be of varying scope and	• Single events, such as information stalls in shopping centres

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RANGE STATEMENT

scale and could include:	• Complex series of activities that involves coordinated elements, such as education campaigns involving mass media information • Multi session education and skill development programs • Peer education and mentoring programs • Ongoing involvement with local community events (e.g. Sporting, cultural, religious events) • Programs that promote ownership of domestic violence issues by the community/group and its leaders
Community service education needs could include but are not limited to:	• Skills development • Preventive, pro-active strategies • Community consciousness raising exercises • Opportunities to reflect on attitudes and beliefs • Knowledge building

Unit Sector(s)

Not Applicable

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CHCDFV402C Manage own professional development in responding to domestic and family violence

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required for individuals to manage their own performance and take responsibility for their professional development in relation to domestic and family violence

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within a domestic violence framework	1.1 Plan *work* practices to ensure maximum consideration is given to *client* and worker safety 1.2 Ensure all work undertaken accords with prevention *strategies* and accepted models of intervention and demonstrates consideration and understanding of the *underpinning values and philosophies* of domestic violence work and the nature of domestic violence, including its effects, its *social, historical, political and economic context* and its place in the criminal justice system 1.3 In all work demonstrate commitment to assist clients to deal with their issues through enhancing skills, accessing appropriate support and working with others in the *community* who share client's issues and concerns 1.4 In all work demonstrate understanding of the *rights and responsibilities* of the individual, the family, the community, and society and the worker's limitations, strengths and professional boundaries 1.5 In all work demonstrate consideration of the *interrelationship of issues* affecting clients in a domestic violence context
2. Model high standards of performance	2.1 Use own performance as a positive role model for others within the occupational group and the community as a whole 2.2 Acknowledge personal and professional values and attitudes regarding domestic violence and how they impact/conflict in practice, when planning and implementing work activities 2.3 In all work demonstrate respect and understanding

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ELEMENT	PERFORMANCE CRITERIA
	of individual differences and work processes are adapted as appropriate to meet the cultural, linguistic and any specific needs of the client
	2.4 Use *organisation* and *professional standards, procedures* and values in providing services to clients affected by domestic violence and reflect community needs
	2.5 Recognise and report breaches of organisation codes of ethics/and or practices in accordance with *professional and organisation standards and procedures*
3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills in the domestic violence area against occupational *units of competency* and other relevant standards to determine development needs and priorities
	3.2 Regularly use *self assessment and reflection* on practice to monitor *own performance* against established *personal performance standards* and to identify strengths and weaknesses
	3.3 Use feedback from clients, their family and colleagues to identify and develop ways to improve competence in responding to domestic violence
	3.4 Identify *personal development strategies* to recognise and respond effectively to domestic violence, and plan and implement to maintain currency of professional competency
	3.5 Identify, acquire and apply new developments and trends in responding to domestic violence, and the associated skills and knowledge
	3.6 Participate in *support processes* to obtain professional feedback and to monitor occupational health and stress
	3.7 Use networking to identify and build relationships with associated and relevant individuals and organisations
	3.8 *Participate in professional networks and associations* to obtain and maintain personal knowledge and *networks*

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Knowledge of the social, historical, political and economic context of domestic violence, including types and nature of domestic violence, its effects, power and gender issues, child abuse and associated criminal issues
- Understanding of the prevalence of myths, unhelpful beliefs, attitudes and practices in the broader society regarding domestic violence and their effects on individuals' rights to safety and autonomy
- An understanding of current organisation and professional procedures, practices, and social, ethical and business standards
- Knowledge of relevant debriefing and support processes
- An understanding of how to interpret units of competency and apply them to self, including identifying and prioritising personal learning needs
- An understanding of how to develop and maintain professional networks
- Knowledge of the principles and techniques of goal setting, measuring performance and time management
- Knowledge of self assessment and reflective strategies to assist in determining personal development needs, including preparing personal plans and establishing priorities
- Knowledge of respectful strategies that will assist in client self-determination to ensure safety of client and family
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- An understanding of specific limitations of work role, responsibility and professional abilities

Essential skills:

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REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Manage own performance and take responsibility for professional development in relation to domestic violence, in particular to:
  - consider the physical and emotional safety of clients, their family, worker and colleagues
  - display a positive role model to others
  - adapt work processes to meet the specific needs of the community, client or colleagues as required
  - monitor own performance and identify any personal development needs
  - identify ways to improve performance through seeking feedback from clients and colleagues
  - acknowledge personal values when responding to domestic violence
  - access learning opportunities to extend own personal work competencies to improve service delivery in domestic violence
  - develop and expand professional networks and participate in positive relationship building to further enhance skills and knowledge
  - interpret accurately and comply with legal and procedural requirements
  - understand their own work role and responsibilities in relation to domestic violence issues
  - select and use available technology appropriate to the task

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - networking to enable positive participation in professional associations and networks to enhance knowledge within a domestic violence framework
  - questioning and active listening to establish confidence and facilitate accurate and relevant exchange of information
  - liaison, for example, ability to liaise with people from a range of social, cultural, sub-cultural, religious and ethnic backgrounds in individual or group contexts
  - planning and organising for determining goals and strategies
  - researching and evaluating to acquire and assess information, for example-to prepare personal plans and establish priorities
  - collaboration between worker and client, between worker and colleagues and between services and other providers
  - problem solving for a defined range of predictable problems, for example when client needs are identified as lying outside a worker's particular professional role the worker should offer the client accurate and current information about appropriate services

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REQUIRED SKILLS AND KNOWLEDGE

and workers in other occupational groups

- literacy and communication in relation to analysis and evaluation of feedback, and presentation of information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions • Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people

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EVIDENCE GUIDE

- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided
- Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

Method of assessment:

- Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
- Evidence for assessment of competence may be gathered by appropriate combination of the following:
  - demonstration of competency within the working environment to manage professional development in responding to domestic violence
  - assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

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EVIDENCE GUIDE

- observation of processes and procedures, oral and/or written questions on Essential knowledge and skills and consideration of required attitudes
- where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
- review of any documentation produced by the candidate related to identifying and responding to domestic violence

Related units: For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit:

- CHCDFV301A Recognise and respond to domestic and family violence

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Work may relate to:

- Specific groups, issues or communities e.g. Health issues of young people from particular cultural, religious, sub-cultural backgrounds and/or geographical areas
- Monitoring, evaluation and research activities
- Policy development
- Primary intervention and assessment
- Advocacy

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RANGE STATEMENT

- Individual casework
- Community development
- Referrals
- Child protection work
- Provision of information/materials
- Service development towards systems change
- Project development and implementation

Client may include:

- Individuals (inclusive of children, youth, adults and the aged)
- Referred or self-referred clients
- Voluntary and involuntary clients
- People with specific needs seeking access to services
- Survivors/victims of domestic violence, their families and friends
- Users of violence and their family
- Other organisations/service providers
- Communities

Underpinning values and philosophies in responding to domestic and family violence include:

- The safety and well being of those subjected to domestic violence must be the first priority of any response
- All individuals have the right to be free from violence
- The community has a responsibility to work toward the prevention of domestic violence and to demonstrate the unacceptability of all forms of domestic violence
- All forms of domestic violence are unacceptable in any group, culture or creed
- Those who use violence should take responsibility for their behaviour and have access to programs to assist them change their behaviour to ensure the safety of their family
- A commitment to meeting the needs and upholding the rights of clients
- A commitment to empowering those affected by domestic violence
- Domestic violence is widespread and complex
- Domestic violence impacts on the physical, emotional, social, and financial well being and safety of individuals in families

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RANGE STATEMENT

- Domestic violence and abuse has devastating effects on family members and results in significant social and economic costs to the community
- Domestic violence is an abuse of power perpetrated mainly (but not only) by men against women both in a relationship and after separation

Social, historical, political and economic context:

- Statutory framework within which work takes place
- Historical context of work e.g. changing attitudes to domestic violence; changing approaches to working with people affected by domestic violence
- Changing social context of work e.g. previous, current and changing government and societal views of domestic violence and approaches to working with clients
- Political context e.g. government policies and initiatives affecting domestic violence work
- Economic context e.g. the current economic situation as it relates to and affects domestic violence and the subsequent impact on client needs and the effects of economic deprivation and control on clients attempting to escape domestic violence

Community may relate to a specific location, language/ cultural or social structure and include:

- Individuals and groups defined by the organisation's programs and services
- Other agencies providing services to individuals and groups
- People with specific needs and interests
- Organisation management, colleagues, supervisor, team members
- Survivors/victims of domestic violence, their families and friends
- Funding bodies
- Professional networks and associations
- Government representatives and service providers
- Policy and decision-makers in the specific community
- Groups representing cultural, sub-cultural, religious, social, ethnic, sexual, gender, and age issues in the community

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RANGE STATEMENT

Rights and responsibilities may include:	• Rights of safety • Rights under common law • Rights outlined under relevant standards/principles and charters (e.g. UN Declaration on Rights of the Child) • Rights under the Constitution • Rights and responsibilities under legislation (e.g. freedom of information and child protection legislation) • Guidelines relating to parameters of confidentiality/client consent • Worker's code of ethics
Interrelationship of issues when responding to domestic violence may relate to clients with specific needs such as:	• Disability issues • Cultural diversity issues • Language issues, such as when English is not the first language • Issues for the aged or young • Isolation issues, such as those from remote or rural locations • Sexual identity issues • Gender issues • When religious beliefs, practices or values need to be considered • Addiction or dependency issues • Mental health issues • Criminal history • Literacy issues • Those at risk of self-harm • Economic/transport or accommodation issues
Own performance may be monitored against established personal and organisation performance requirements and may include processes such as:	• Formal/informal organisation initiated performance appraisals • Obtaining feedback from supervisors, subordinates and colleagues • Obtaining feedback from clients, human resource development personnel, family and other relevant community members etc. • Monitoring of supervised staff, colleagues and/or team staff morale

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RANGE STATEMENT

	• Personal reflective behaviour strategies/ methodologies • Other strategies which facilitate the identification of personal strengths/weaknesses/issues to be addressed • Routine organisation methods for monitoring service delivery
Organisation and professional standards and procedures may include those relating to:	• Client and worker safety • Organisation mission statement and/or philosophy • Routine organisation methods for monitoring service delivery • Collection and storage of information • Client interview protocols and procedures • Code of conduct/code of ethics • principles and implementation of duty of care and rights of client to self determination • Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities • Industry standards • Inter-agency practice and protocols • Use of interpreter and interpreter services • Eligibility criteria for accessing particular services • Completion of forms and applications • Debriefing and supervision • Industry standards • Guidelines relating to parameters of confidentiality/client consent • Occupational health and safety
Units of competency are standards which measure:	• All those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function
Self assessment and reflection requires practitioners to regularly review their own performance against required and established professional	• Professional bodies' competencies and codes of practice/ethics • Organisation HRD policies and procedures • Occupational or functional roles/units of competency • Professional accreditation and re-accreditation

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RANGE STATEMENT

performance requirements	requirements
Such performance requirements may be documented through:	
Personal development strategies may include development/ implementation of a personal/ professional improvement program, either internal or external to the organisation including such things as:	• Development of improved interpersonal/technical skills • Updating stress management abilities • Adapting work rotation to facilitate changing personal/work priorities • Formal/informal learning programs • Utilisation of existing strengths to focus future career development • Cultural, sub-cultural awareness/sensitivity • Involvement in community activities • Coaching, mentoring and/or supervision • Counselling • Updating/maintaining knowledge base on domestic/family violence issues and current context for work/professional practice • Establishment of new career paths
Support processes will need to include at least one of the following:	• Counselling • Performance feedback • Debriefing • Training and development • Supervision
Networks may be formal or informal and include:	• Regional, specialist and peak associations • Professional/occupation associations • Trainers, teachers and academics • Contacts in policy and funding bodies • Local inter-agency networks • Interest and support groups • Other workers
Participate in professional networks and associations may	• Learning about the role, services and resources of other organisations • Learning about the roles and resources of other

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RANGE STATEMENT

include purposes such as:	workers • Providing advice and information about own service and organisations • Peer support and review • Professional development • Maintaining coordination among organisations and workers • Supporting joint programs or activities • Providing information for policy development • Supporting the interests of specific groups within the community
Personal performance standards relates to:	• The practitioner's level of competency • Professional ethics • Integrity and behaviour • Regulations • Code of ethics/practice • Organisation/agency procedures • Community standards

Unit Sector(s)

Not Applicable

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BSBWOR401A Establish effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks, with particular regard to communication and representation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and team members. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Collect, analyse and communicate information and ideas	1.1. Collect relevant ***information*** from appropriate sources and analyse and share with the work team to improve work performance 1.2. Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs 1.3. Implement ***consultation processes*** to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4. Seek and value contributions from internal and external sources in developing and refining new ideas and approaches

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Implement ***processes*** to ensure that issues raised are resolved promptly or referred to ***relevant personnel*** as required
2. Develop trust and confidence	2.1. Treat all internal and external contacts with integrity, respect and empathy 2.2. Use the ***organisation's social***, ***ethical and business standards*** to develop and maintain effective relationships 2.3. Gain and maintain the trust and confidence of ***colleagues***, ***customers and suppliers*** through competent performance 2.4. Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5. Encourage other members of the work team to follow examples set, according to ***organisation's policies and procedures***
3. Develop and maintain networks and relationships	3.1. Use ***networks*** to identify and build relationships 3.2. Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1. Identify and analyse difficulties, and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2. Guide and support colleagues to resolve work difficulties 4.3. Regularly review and improve ***workplace outcomes*** in consultation with relevant personnel 4.4. Manage ***poor work performance*** within the organisation's processes 4.5. Manage conflict constructively within the organisation's processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• coaching and mentoring skills to provide support to colleagues

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REQUIRED SKILLS AND KNOWLEDGE

• literacy skills to research, analyse, interpret and report information
• relationship management and communication skills to:
  • deal with people openly and fairly
  • forge effective relationships with internal and/or external people, and to develop and maintain these networks
  • gain the trust and confidence of colleagues
  • respond to unexpected demands from a range of people
  • use supportive and consultative processes effectively.

Required knowledge

• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS), and environmental issues, equal opportunity, industrial relations and anti-discrimination
• theory associated with managing work relationships to achieve planned outcomes:
  • developing trust and confidence
  • maintaining consistent behaviour in work relationships
  • understanding the cultural and social environment
  • identifying and assessing interpersonal styles
  • establishing, building and maintaining networks
  • identifying and resolving problems
  • resolving conflict
  • managing poor work performance
  • monitoring, analysing and introducing ways to improve work relationships.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • range of methods and techniques for communicating information and ideas to a range of stakeholders • range of methods and techniques for developing positive work relationships that build trust and

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EVIDENCE GUIDE	
	confidence in the team • accessing and analysing information to achieve planned outcomes • techniques for resolving problems and conflicts and dealing with poor performance • knowledge of the theory associated with managing work relationships to achieve planned outcomes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of techniques in managing poor performance and communicating effectively • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of relevant legislation • review of consultation processesimplemented to encourage employees to contribute to issues related to their work • review of documentation outlining reviewing ofworkplace outcomes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Information may include:	• data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as: • archived, filed and historical background data • individual and team performance data • marketing and customer related data • planning and organisational documents including the outcomes of continuous improvement and quality assurance • policies and procedures
Consultation processes may include:	• feedback to the work team and relevant personnel in relation to outcomes of the consultation process • opportunities for all employees to contribute to ideas and information about organisational issues
Processes to ensure that issues raised are resolved promptly or referred may include:	• conducting informal meetings • coordinating surveys or questionnaires • distributing newsletters or reports • exchanging informal dialogue with relevant personnel • participating in planned organisational activities
Relevant personnel may include:	• managers • OHS committee and other people with specialist responsibilities • other employees • supervisors • union representatives/groups
Organisation's social, ***ethical and business standards*** may refer to:	• implied standards such as honesty and respect relative to the organisational culture and generally accepted within the wider community • rewards and recognition for high performing staff

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RANGE STATEMENT	

	• standards expressed in legislation and regulations such as anti-discrimination legislation
	• written standards such as those expressed in:
	  • code of workplace conduct/behaviour
	  • dress code
	  • policies
	  • statement of workplace values
	  • vision and mission statements

Colleagues, customers and suppliers may include:	• both internal and external contacts • employees at the same level and more senior managers • people from a wide variety of social, cultural and ethnic backgrounds • team members
Organisation's policies and procedures may refer to:	• Materials Safety Data Sheets • organisational tasks and activities undertaken to meet performance outcomes • sets of accepted actions approved by the organisation • Standard Operating Procedures
Networks may be:	• established structures or unstructured arrangements and may include business or professional associations • informal or formal and with individuals or groups • internal and/or external
Workplace outcomes may include:	• OHS processes and procedures • performance of the work team
Poor work performance may refer to:	• individual team members • organisation as a whole • self • whole work team

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBMGT401A Show leadership in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within routine and non routine methods and procedures which require the exercise of some discretion and judgement. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline management provides the first level of leadership within the organisation. This unit applies to people who are making the transition from being a team member, to taking responsibility for the work and performance of others. Frontline managers have a strong influence on the work culture, values and ethics of the teams they supervise. As such it is important that frontline mangers model good practice, professionalism and confidently represent their organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Model high standards of management performance and behaviour	1.1. Ensure management performance and behaviour meets the organisation's requirements 1.2. Ensure management performance and behaviour serves as a positive role model for others 1.3. Develop and implement performance plans in accordance with organisation's goals and objectives 1.4. Establish and use key performance indicators to meet organisation's goals and objectives
2. Enhance organisation's image	2.1. Use ***organisation's standards and values*** in conducting business 2.2. Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3. Ensure personal performance contributes to developing an organisation which has integrity and

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ELEMENT	PERFORMANCE CRITERIA
	credibility
3. Make informed decisions	3.1. Gather and organise information relevant to the issue/s under consideration 3.2. Facilitate individuals and teams active participation in decision making processes 3.3. Examine options and assess associated risks to determine preferred course/s of action 3.4. Ensure decisions are timely and communicate them clearly to individuals and teams 3.5. Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams 3.6. Use ***feedback processes*** effectively to monitor the implementation and impact of decisions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• communication and presentation skills to represent the organisation, to explain its work to others and to model professionalism • decision making skills to demonstrate good judgement and follow through.
Required knowledge
• basic theory of group behaviour • leadership styles and concepts.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • articulation of organisational values and expectations of behaviour • instances where leadership and decision making have been demonstrated and which have led to positive changes in the workplace • knowledge of leadership styles and concepts.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of performance plans • oral or written questioning to assess knowledge of leadership styles • evaluation of communication of expectations, roles and responsibilities • review of documentation examining options and assessing associated risks to determine preferred course/s of action.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisation's standards and values will be:	• stated or implied by the way the organisation conducts its business
Feedback processes may be:	• formal or informal • from internal or external sources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBWOR402A Promote team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan to achieve team outcomes	1.1. Identify, establish and document ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** in ***consultation*** with team members 1.2. Support team members in meeting expected outcomes
2. Develop team cohesion	2.1. Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2. Encourage and support team members to take ***responsibility for own work*** and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** to team members to encourage, value and reward individual and team efforts and contributions 2.4. Recognise and address issues, concerns and problems identified by team members or refer to ***relevant persons*** as required

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ELEMENT	PERFORMANCE CRITERIA
3. Participate in and facilitate work team	3.1. Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2. Give the team support to identify and resolve problems which impede its performance 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1. Maintain open ***communication*** with ***line manager***/***management*** at all times 4.2. Communicate information from line manager/management to the team 4.3. Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4. Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
  - boost team morale
  - deal with team conflict
  - deliver messages from management
  - facilitate discussion
  - mentor and coach
- leadership skills
- planning and organising skills.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• organisational goals, objectives and plans
• organisational policy and procedures framework
• organisational structure, including organisational chart
• principles and techniques associated with:
  • delegation and work allocation
  • goal setting
  • group dynamics and processes
  • individual behaviour and difference
  • leadership
  • motivation
  • negotiation
  • planning.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met • techniques in communicating information, dealing with team conflict and resolving issues • knowledge of organisational goals, objectives and plans.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in working with team dynamics • observation of performance in role plays • oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes • evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team • review of feedback provided to team members • review of teamwork plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• action plans, business plans and operational plans linked to strategic plans • expected outcomes and outputs • goals for individuals and the work team • individual and team performance plans and key performance indicators • occupational health and safety (OHS) responsibilities
Consultation may include:	• attending meetings, interviews, brainstorming sessions

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RANGE STATEMENT	
	• using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness • using mechanisms to provide feedback to the work team in relation to consultation outcomes
Responsibility for own work may involve:	• individual and joint actions • individuals and teams
Feedback may refer to:	• formal/informal gatherings between team members where there is communication on work related matters • informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
Relevant persons may include:	• colleagues • direct superior or other management representatives • OHS committees and other people with specialist responsibilities
Communication may include:	• face-to-face • formal/informal interaction • verbal, written or electronic communication
Line manager*/*management may refer to:	• direct superior or other management representatives

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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PUAFIR209B Work safely around aircraft

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit applies to any personnel involved in working on the ground around aircraft.

Application of the Unit

Application of the Unit The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Work safely in the vicinity of aircraft**	1.1 ***Suitable***, ***visible clothing and protective equipment*** are used 1.2 Appropriate ***precautions*** and clearances are followed when operating on or near aircraft movement areas 1.3 Any approach to an operating ***aircraft*** is made according to the organisation's procedures, from an angle visible to the pilot or flight crew and with approval of the pilot or flight crew 1.4 Adequate clearance is maintained from propellers, rotors and/or turbine engines, exhaust gases and engine intakes 1.5 Activities anticipate the typical ***manoeuvring patterns*** of aircraft 1.6 Any instructions or signals from pilots or staff controlling aircraft are complied with 1.7 ***Site hazards*** are identified
2. **Facilitate safe ground support**	2.1 ***Appropriate precautions*** are observed when positioning vehicles or equipment close to aircraft 2.2 Aircraft design features are respected while boarding, loading or handling aircraft 2.3 Instructions from pilots, the organisation's staff coordinating aircraft operations, organisation's

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ELEMENT	PERFORMANCE CRITERIA
	procedures and placards are followed during ground support operations
	2.4 Aircraft loading is supervised by the pilot or flight crew member and complies with the appropriate weight, balance and loading system
	2.5 Areas are designated and separated according to site features and the specific operations being conducted
	2.6 Fitting of equipment to an aircraft is conducted under the pilot's supervision and with the appropriate regulatory approvals
	2.7 Aircraft fuels, oils, and supplies are stored and handled according to regulatory requirements and the organisation's procedures
	2.8 Any suspected defects or hazards to aircraft or equipment are reported to the pilot or other appropriate supervisor
	2.9 Appropriate aerodrome regulations are complied with

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

Use of specialist aviation support equipment

Required Knowledge

aircraft familiarisation

aerodrome familiarisation

aerodrome working and lighting

aircraft movement characteristics

overview of aircraft performance, operation, loading and refuelling precautions

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Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in: compliance with regulatory requirements and the organisation's procedures; identification of hazards, and precautions effected on a consistent, conscious and continuing basis; detailed knowledge of procedures for unusual events Actions are driven by an overriding concern for safety and quality rather than minimal observance of requirements **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment **Specific resources for assessment** Access to actual or simulated aircraft and aerodrome facilities
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Aircraft may include	aeroplanes

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RANGE STATEMENT

	helicopters unmanned aerial vehicles other airborne vehicles
Suitable visible clothing and protective equipment may include	high visibility overalls/vests use of lighting or beacons hand, eye, ear and foot protection
Appropriate precautions while manoeuvring may include	fixed wing and helicopter marshalling observing aerodrome limits ground markings/lighting avoidance of obstructions/hazards and navigation aids clearances (radio) advisory instructions light signals
Safety equipment may include	first aid fire extinguisher ear muffs eye goggles protective overalls protective boots respiratory protection signalling devices head protection
Site hazards may include	wires/powerlines/fences live stock native fauna masts/aerials terrain weather conditions level of visibility public trees

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RANGE STATEMENT

	dust
Anticipation of manoeuvring patterns may include	circuit procedures take-off, approach and landing characteristics ground manoeuvring capabilities special procedures (eg. at night or in poor weather conditions)
Protection against hazards may include	hand, eye, ears and foot protection
Operational procedures for approaching aircraft may include	maintaining visibility with pilot or flight crew compliance with pilot or flight crew instructions compliance with operational placards
Aircraft controllers may include	pilot flight crew ground support supervisor aircraft coordinating personnel

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PSPGOV417A Identify and treat risks

Modification History

PSPGOV417A Release 2: Layout adjusted. Required Knowledge and Evidence Guide updated.

PSPGOV417A Release 1: Primary release.

Unit Descriptor

This unit covers the identification and treatment of risk using the organisation's risk management procedures and treatments. It applies to the risks inherent in all aspects of everyday work in the public sector as well as to specific functional activities and projects related to the particular mandate of the organisation. The unit covers establishment of the risk context, identification, analysis and evaluation of risks, risks treatment, and monitoring and review of risk treatment plan.

In practice, identifying and treating risk occurs in the context of other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, handling classified information, using resources, administering projects, providing parliamentary support, making arrests, using financial processes, undertaking scientific research, awarding contracts, undertaking native title assessments, assessing compensation claims, road transport compliance, etc.

This is one of 4 units of competency in the *Working in Government* and *Management* Competency Fields that deal with risk. Related units are:

- PSPGOV517A Coordinate risk management
- PSPMNGT608B Manage risk
- PSPMNGT704A Undertake enterprise risk management
-

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the risk context	1.1 The nature and extent of the work activity are established within the broader ***organisational context***.
	1.2 The outcomes to be achieved are identified and documented as required.
	1.3 The relationship between the activity and its environment is analysed and critical ***factors*** in the environment that may impact on the achievement of outcomes are identified.
	1.4 ***Stakeholders*** are identified and consulted to identify their opinions, concerns and needs related to the activity and the management of risks related to it.
	1.5 ***Risk evaluation criteria*** are determined for the activity in accordance with ***legislation, policy and procedures*** related to ***risk management*** in the organisation.
2. Identify risks	2.1 ***Method/s for identifying risks*** are selected in accordance with risk management policy and procedures, budgetary and time constraints relative to the type of activity to be undertaken.
	2.2 ***Sources*** of risk are identified and documented as required.
	2.3 ***Risk events*** related to each source of risk are identified and recorded in accordance with risk management policy and procedures.
	2.4 Consultation and communication is undertaken to ensure all possible risks are identified.
3. Analyse risks	3.1 The ***probability*** of identified risks occurring is analysed and rated in accordance with risk management policy and procedures.
	3.2 The ***consequences*** of identified risks occurring are analysed and rated according to organisational procedures.
	3.3 Current ***control measures*** for any of the identified risks are

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ELEMENT	PERFORMANCE CRITERIA
	considered in the risk analysis, and residual risks are analysed and included if necessary.
	3.4 ***Levels of risk*** are determined in accordance with risk matrix used by the organisation.
	3.5 Consultation/communication is undertaken as required to confirm risk levels, and analysis is ***documented*** in accordance with organisational risk management procedures.
4. **Evaluate risks**	4.1 Risks are evaluated by comparing the level of risk with risk evaluation criteria established at the beginning of the risk management process.
	4.2 The importance of the activity, its outcomes and the degree of control over the risks are considered.
	4.3 Potential and actual losses which may arise from the risk are considered.
	4.4 Benefits and opportunities presented by the risk are taken into account.
	4.5 Risks are identified as ***acceptable*** or ***unacceptable*** in accordance with risk evaluation criteria, and confirmation/approval is obtained in accordance with risk management policy and procedures.
	4.6 Unacceptable risks are prioritised and the reason/s for acceptance of risks is documented.
5. **Treat risks**	5.1 ***Options*** for treating risks are determined in accordance with risk management policy and procedures.
	5.2 The best treatment option is selected and a cost-benefit analysis is undertaken to compare the cost of implementing the treatment with the benefits.
	5.3 A ***risk treatment plan*** is prepared, approved and communicated to those who will be involved in implementation.
	5.4 Changes required to operational structure, procedures or staffing in order to implement risk treatments are negotiated in accordance with organisational policy and procedures.
	5.5 ***Resources*** are arranged and risk treatment plan is implemented in accordance with risk management policy and procedures.
6. **Monitor and review risk treatment plan**	6.1 ***Changes*** in the organisational environment and factors impacting on the organisation are monitored for their impact on risks and existing risk treatments.
	6.2 Risk treatments for unacceptable risks are monitored and adjusted as required to ensure they remain effective.
	6.3 Acceptable risks are monitored to ensure these risk levels do not increase over time.

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ELEMENT	PERFORMANCE CRITERIA
	6.4 Consultations are conducted and data relating to risks and risk treatments are collected, analysed and used to improve risk management in own area of operation.
	6.5 Risk treatment plan is reviewed in accordance with timetable for review of plan and updated as required.
	6.6 Input is provided into formal reviews/audits of risk in the organisation to improve risk management outcomes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to risk management
- researching and analysing the wider context affecting the organisation
- assessing and evaluating risks
- monitoring and reviewing risks and risk treatments
- communicating and consulting with a diverse range of stakeholders
- estimating and arranging resources needed for implementation of risk treatments
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of risk management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to risk management
- AS/NZS ISO31000:2009 Risk management - Principles and Guidelines
- HB 436:2004 (Guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004
- the organisation's risk management framework
- the relationship of risk to context - how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- risk management as a core activity of everyday work in the public sector
- the diversity of risks in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in

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the context of risk management

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPFIN401A Use public sector financial processes

PSPGOV402B Deliver and monitor service to clients

PSPGOV405B Provide input to change processes

PSPGOV406B Gather and analyse information

PSPGOV409A Provide support to Parliament

PSPGOV422A Apply government processes

PSPGOV419A Work with interpreters

PSPLAND402A Undertake native title assessments

PSPPM405A Administer simple projects

PSPPROC410A Administer contracts

PSPREG406C Make arrests

PSPSEC405A Handle security classified information

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to risk

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management
- AS/NZS ISO 31000:2009 Risk management - Principles and Guidelines
- HB 436:2004 (Guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004
- other national and international risk management standards
- case studies and workplace scenarios to capture the range of risk management situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when identifying and treating risks, including coping with difficulties, irregularities and breakdowns in routine
- identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Organisational context may include:

- the organisation, how it is organised, and its capabilities
- the organisation's functions:
  - political
  - operational
  - financial
  - social
  - legal
  - commercial
- the various stakeholders and clients
- any official resources, including physical areas and assets, that are vital to the operation of the organisation
- key operational elements and services of the organisation
- any major projects
- the relationship between the organisation and the environment in which it operates

Environmental factors may be:

- social
- economic
- legal
- technological
- environmental

Stakeholders may include:

- employees
- managers
- volunteers
- unions
- financial managers
- self-insurers
- clients
- suppliers
- contractors
- service providers
- community organisations
- the public

Risk evaluation criteria are:

- used to rank risks and decide whether they are acceptable or not
- affected by:

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- legal requirements
- perceptions of internal/external stakeholders

- cost-benefit analysis, for example, cost of risk management being less than financial cost if the risk occurred

Legislation**, **policy and procedures may include:

- Commonwealth and State/Territory legislation relating to risk management
- national and international codes of practice and standards, such as SIRCA 8001:2003
- the organisation's risk management policies and practices
- codes of conduct/codes of ethics
- AS/NZS ISO 31000:2009 Risk management - Principles and Guidelines
- HB 436:2004 (Guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004
- ISO Guide 73:2009 Risk Management, Vocabulary
- professional standards for risk management, for example certified practising risk manager (CPRM)
- jurisdictional policies, guidelines and web sites, for example www.riskmanagement.qld.gov.au

Risk management:

- is a logical and systematic process of identifying, analysing, evaluating, treating and monitoring risks related to any strategy, plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities.
- may be considered in relation to an organisation's:
  - people
  - assets and physical environment
  - reputation and image
  - legal issues
  - business continuity
  - finances
- may include written procedures to ensure staff know:
  - what
  - how
  - when, and
  - by whom, action is to be taken to treat risks in the organisation

Methods of identifying risks may include:

- analysis of past records
- personal, local or overseas experience
- interviews/discussions with stakeholders
- surveys/questionnaires
- audits and physical inspections
- observation of activity

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	• analysis of scenarios • research of external sources • using industry experts/consultants
Risks may include:	• physical injury or death • failure of machinery or equipment • breaches of security • fraud • litigation • client dissatisfaction • unfavourable publicity
Risks may be:	• internal • external • random • real • perceived
Sources of risk may include:	• human behaviour • technology/technical issues • occupational health and safety • legal • political • property/equipment • environmental • financial/market • natural events
Risk events are:	• what can happen, as opposed to the source (how a risk may arise) and the impact (what is the implication if it happens)
Probability of risk may be:	• almost certain • likely • possible • unlikely • rare
Consequences of risk may be:	• insignificant • minor • moderate • major • catastrophic

Control measures may:	• reduce the probability of the risk occurring, the consequences of the risk, or both
	• include:
	  • training
	  • supervision

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	• minimising/restricting exposure • physical barriers • relocation
Level of risk may be:	• low - treated with routine procedures • moderate - with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high - requiring action, as it has potential to be damaging to the organisation • extreme - requiring immediate action, as the potential could be devastating to the organisation
Documentation of analysis may include:	• table showing all risks, any existing controls, probability of occurring, consequences and subsequent level of risk
Acceptable risks are:	• those which an organisation has determined have the least potential for harm • not necessarily insignificant
Risks may be acceptable because:	• the risk level is so low that it does not warrant spending time and money to treat it • the risk is low and the benefits outweigh the cost of treating it • the opportunities presented are much greater than the threat
Unacceptable risks are:	• those which an organisation has determined have the most potential for harm
Options for treating risks may include:	• avoiding the risk, for example, by terminating the activity or conducting it in another way (these actions may have different risks attached) • controlling the risk, by reducing the probability of the risk occurring, the consequences of the risk, or both • transferring the risk, for example, by arranging insurance, contracting some or all of the activity to another organisation or person, etc • retaining the risk, and making contingency plans/funds allocation for covering any loss or other negative effect from the risk
Risk treatment plan may include:	• sources of risk and risk events • analysis of risks - probability, consequences and risk levels • prioritised list of unacceptable risks • treatment options selected • person/s responsible for implementing treatment options • resources required • performance measures • timeframe for implementation • timetable for review of plan
Resources may include:	• physical - equipment, motor vehicles, furniture

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- human - management, employees, volunteers
- financial - funding, budget allocation, sponsorship
- resources that are part of the risk treatment, not just implementation of the treatment plan
- training and briefing sessions
- changes to the organisation's operating structure

Changes may mean that:

- new risks are created
- existing risks are increased or decreased
- risks no longer exist
- the priority order of risks changes
- risk treatment strategies are no longer effective

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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AHCNAR302A Collect and preserve biological samples

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of collecting and preserving biological samples as part of a monitoring program and defines required to: establish the equipment and facilities to take biological samples; carry out biological sampling; preserve and record samples and forward for testing if required; record sampling data and observations; report outcomes of collection.

Application of the Unit

Application of the unit	This unit applies to the process of collecting and preserving biological samples and is likely to be under limited supervision from others with checking only related to overall progress. It requires knowledge of industry biological sampling and preserving guidelines and protocols, flora and fauna, environmental legislation, and sampling and preserving methods.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for collection	1.1. Sampling schedule is read/heard and confirmed with manager. 1.2. Sampling site location is confirmed and approval obtained for site access following enterprise and legislative guidelines. 1.3. Samples to be collected and preserved are identified by supervisory staff. 1.4. Equipment requirements for biological sampling and preserving are determined and arranged. 1.5. Range of likely operating conditions, hazards and difficult/sensitive environments are assessed for impact on sampling and testing.
2. Prepare equipment and resources	2.1. Equipment required for sampling and preserving is sourced according to sampling procedures. 2.2. Equipment is checked for availability and serviceability in accordance with enterprise procedures. 2.3. Data or record sheets/books are collected for use. 2.4. Equipment, data sheets and personnel are moved to sampling sites without injury or damage and readied for use.
3. Carry out biological sampling and preserving	3.1. Samples are collected in accordance with sampling plan and enterprise procedures and industry protocols/guidelines.

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ELEMENT	PERFORMANCE CRITERIA
procedures	3.2. Samples are preserved and recorded in accordance with sampling standards and guidelines. 3.3. Samples for external analysis are prepared, packaged and sent to laboratory in accordance with sampling schedule and laboratory standards. 3.4. Specific and general observations including information on relevant ambient and antecedent environmental conditions are made in accordance with monitoring schedule. 3.5. Equipment operation and work practices conform to occupational health and safety requirements. 3.6. Collection outcomes including presentation of samples are reported and delivered in accordance to enterprise guidelines.
4. Complete collection of biological sampling activities	4.1. Equipment and clothing is cleaned, sanitised, repaired and stored in accordance with enterprise procedures. 4.2. Damaged or malfunctioning equipment is repaired on site sampling results and observations are accurately recorded on data sheets and forwarded in accordance with enterprise procedures. 4.3. Changes in field conditions and equipment are conveyed to supervisor according to enterprise procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• plan for collection • prepare equipment and resources • carry out biological sampling and preserving procedures • complete collection of biological sampling activities • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as

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REQUIRED SKILLS AND KNOWLEDGE
specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• hydrological cycle • field procedures for biological sampling and preservation • collecting equipment and methods • preservation equipment and processes • basic habitat assessment • water quality issues. • fauna and flora recognition relevant to sampling activities • relevant environmental legislation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • establish the sampling purpose and requirements • prepare equipment and facilities to take biological samples • carry out biological sampling • preserve and record samples and forward for testing if required • record sampling data and observations • report outcomes of collection.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Types of samples may include:	• collecting and preserving biological samples of macro invertebrates, aquatic vegetation, intertidal organisms, soil and water • equipment used to collect and preserve biological specimens.

Unit Sector(s)

Unit sector	Natural area restoration

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCBIO402A Carry out field surveillance for a specific emergency disease or plant pest

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the outcomes required to carry out field surveillance for a specific emergency disease or plant pest. Field surveillance teams work under instructions from the control centre.

Application of the Unit

Application of the unit	This unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Look for signs of a specific emergency disease or plant pest	1.1. Work instructions from surveillance coordinator or other appropriate authority are received and confirmed. 1.2. Signs of an emergency disease or plant pest are identified, appropriate samples for testing collected, and evidence gathered to support a diagnosis according to relevant standards and protocols. 1.3. Available expertise is accessed to assist in diagnosis, as appropriate. 1.4. Diagnostic samples are collected, handled, packaged and dispatched according to relevant standards and protocols.
2. Respond to an emergency disease or plant pest	2.1. Where signs of an emergency disease or plant pest are found, surveillance coordinator is alerted. 2.2. Appropriate measures are taken to immediately contain emergency disease or plant pest according to instructions from control centre and relevant guidelines. 2.3. Information relevant to management of emergency disease or plant pest outbreak is collected and reported to surveillance coordinator. 2.4. Property owners/persons in charge are given directions and warnings about suspected emergency disease or plant pest. 2.5. Personal decontamination and, where appropriate, decontamination of equipment and vehicles, are conducted according to relevant standards and protocols for emergency disease or plant pest.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• apply relevant standards, protocols and procedures • solve problems to deal with unexpected issues • work as part of a team where required • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected, and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• appropriate standards and protocols for the emergency disease or plant pest, such as Australian Veterinary Emergency Plan (AUSVETPLAN) or Australian Emergency Plant Pest Response Plan (PLANTPLAN) • emergency disease or plant pest control procedures • personal and general decontamination procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The critical requirements for this unit of competency as a whole are listed below. Assessment must confirm one's ability to: • follow work instructions • follow biosecurity and decontamination procedures • communicate findings to supervisor in a timely and accurate manner • communicate with property owner while observing confidentiality requirements.
Context of and specific resources for assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to carry out field surveillance for a specific emergency disease or plant pest. The candidate must also have access to the following resources: • standards, protocols and procedures, such as: • AUSVETPLAN or PLANTPLAN • operational plan and survey plan • personal protective and decontamination equipment.
Method of assessment	Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in an emergency disease or plant pest response simulation exercise or in responses to an emergency disease or plant pest incursion.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to carry out field surveillance for a specific emergency disease or plant pest must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events. For example, this could include work with outbreaks of different emergency diseases or plant pest incursions and with possibly unfamiliar

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EVIDENCE GUIDE	
	species.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Signs of emergency disease or plant pest may include:	• abnormality • clinical signs • high levels of morbidity in populations • mode of death • mortalities • presence of highly specific vectors • results of post-mortem examinations • symptoms and decline.

Emergency diseases or plant pests include:	• diseases that may affect animals, fish and other marine animals, including:
	  • disease that is exotic to Australia
	  • serious infectious disease of unknown or uncertain cause
	  • severe outbreak of a known endemic disease that is considered to be of national significance with serious social or trade implications
	  • variant of an endemic disease
	• species, biotype or strain of invertebrate pest or pathogen injurious to plants or plant health.

Relevant standards and protocols may include:	• approved standard operating procedures • commonwealth, state and territory legislation • emergency disease or plant pest specific guidelines, such as AUSVETPLAN or PLANTPLAN • other relevant guidelines for handling an emergency disease or plant pest • transportation of dangerous goods.
Appropriate measures to contain emergency diseases or plant pests	• decontaminating people, products, materials and premises • disposing of carcasses or plants and plant

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RANGE STATEMENT	
may include:	products • implementing movement controls • notifying appropriate authorities • quarantining one or more premises.
Relevant information may include:	• clinical signs • disease history • epidemiology • livestock or crop data • owner/manager contact details • premises data • surveillance • tracing.

Unit Sector(s)

Unit sector	Biosecurity

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBIO304A Carry out movement and security procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to implement appropriate procedures to restrict the movement of vehicles, personnel, products, livestock and/or plant material in relation to managing an emergency disease or a plant pest incursion. The work in this unit is undertaken in the field and as part of a team.

Application of the Unit

Application of the unit	This unit of competency applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to carry out movement and security procedures	1.1. Specific movement and security procedures to be carried out, and times and locations of operations are identified from work instructions. 1.2. Where required for the particular procedures to be carried out, Personal Protective Equipment (PPE) is obtained and checked for serviceability and use. 1.3. Documentation required to carry out specific procedures is obtained. 1.4. Resources required to carry out specific procedures are obtained and checked for serviceability and use.
2. Apply movement and security procedures	2.1. Traffic check point is established according to work instructions. 2.2. Movement of vehicles, personnel, products, livestock and/or plant material through declared areas is monitored in line with requirements. 2.3. Permits are issued and/or checked appropriately according to standards and protocols. 2.4. Where vehicles are determined to be carrying personnel, products, livestock and/or plant material without a valid permit, action is taken according to standards and protocols. 2.5. Close liaison with external security providers is maintained as required. 2.6. PPE is used where required, according to occupational health and safety requirements and manufacturer instructions. 2.7. Resources are appropriately decontaminated where required, according to standards, protocols and

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ELEMENT	PERFORMANCE CRITERIA
	policies.
3. Check and adjust movement and security procedures	3.1. Application of movement and security procedures within own area of responsibility is regularly checked to ensure consistency, currency and ongoing effectiveness. 3.2. Reports are provided to appropriate authorities as required. 3.3. Any variations in consistency, currency and ongoing effectiveness or failure to achieve objectives are reported to appropriate authorities and remedial action is undertaken within one's scope of authority. 3.4. Any recommendations for adjusting movement and security procedures are communicated to supervisor and appropriate authorities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- applying movement and security controls under emergency conditions
- carrying out instructions
- identifying the checks and permits required to maintain effective security
- taking appropriate measures to enforce movement and security procedures
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- application of the law in relation to movement and security controls during an emergency disease or plant pest incursion response program

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REQUIRED SKILLS AND KNOWLEDGE
• decontamination procedures where required • movement permit system • safety issues • understanding the role of movement and security controls in controlling the spread of an emergency disease or a plant pest incursion.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed on its own or in combination with other units of competency relevant to the job function.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The critical requirements for this unit of competency as a whole are listed below. Assessment must confirm one's ability to: • establish appropriate movement and security controls • check movement permits for validity • check for unauthorised movement of personnel, livestock, plant materials and/or products that have been in contact with infectious or infested material • deal with unauthorised movements in line with required standards and protocols.
Context of and specific resources for assessment	Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in a practical training activity or emergency disease outbreak or a plant pest incursion.
Method of assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to carry out movement and security procedures.
Guidance information for	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over

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EVIDENCE GUIDE	
assessment	a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to carry out movement and security procedures must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Movement and security procedures may include:	• implementing interstate and international movement requirements • issuing permits for product, livestock, crop and people movement • locating boundaries of declared areas to be secured • maintaining a registers of vehicles and equipment entering and exiting infected premises • maintaining communication links • maintaining security patrols; movements into and out of declared areas.
Documentation may include:	• lists of people who have been issued with permits • logbook • permits • public relations materials • quarantine forms • rosters • schedules.
Resources may include:	• equipment • personnel • stores.
Relevant standards and protocols may include:	• approved standard operating procedures • commonwealth, state and territory legislation

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RANGE STATEMENT	
	• emergency disease response agreements • emergency disease-specific guidelines and manuals included in the relevant national response plan, such as Australian Veterinary Emergency Plan (AUSVETPLAN) or Australian Emergency Plant Pest Response Plan (PLANTPLAN) • other relevant guidelines or regulations.

Unit Sector(s)

Unit sector	Biosecurity

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBIO303A Carry out emergency disease or plant pest control procedures at infected premises

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to carry out emergency disease or plant pest control activities at a site affected by an emergency disease outbreak or plant pest incursion. This may require some supervision and coordination of a team, under the direction and supervision of the Infected Premises (IP) site supervisor.

Application of the Unit

Application of the unit	This unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for emergency disease or plant pest control activities	1.1. Work instructions received from IP site supervisor are clarified in preparation for carrying out control procedures. 1.2. Appropriate equipment and materials are selected and prepared to undertake control activities in line with IP site supervisor work instructions and associated safety requirements. 1.3. Personal Protective Equipment (PPE) is selected and prepared according to Occupational Health and Safety (OHS) requirements.
2. Implement emergency disease or plant pest control activities	2.1. Control activities are implemented in line with work instructions, OHS requirements and standards and protocols. 2.2. Log of activities carried out on the IP is maintained according to instructions from IP site supervisor. 2.3. PPE is used as instructed by IP site supervisor and according to OHS requirements and manufacturer instructions. 2.4. Within own area of responsibility, work instructions are given and received.
3. Check and adjust emergency disease or plant pest control activities	3.1. Control activities within own area of responsibility are regularly checked to ensure compliance with work instructions, OHS requirements, and standards and protocols. 3.2. Reports are provided to IP site supervisor as required. 3.3. Any variations from work instructions, and standards and protocols, or failure to achieve

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ELEMENT	PERFORMANCE CRITERIA
	objectives are reported to IP site supervisor and remedial action is undertaken within one's scope of authority. 3.4. Any recommendations for adjusting work instructions are communicated to IP site supervisor.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• adhering to security procedures in line with specific emergency disease or plant pest control strategies • coordinating a team, if team leader • correctly preparing and using equipment and materials for control procedures • correctly preparing and using PPE • ensuring animal welfare when working with animals • following guidelines and protocols for control procedures in an emergency disease or plant pest response • keeping records • making written and oral reports • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• OHS requirements for working in an emergency disease or plant pest control situation, including safe use of equipment and material • PPE requirements • record-keeping requirements • relevant provisions of the control strategy for particular emergency disease or plant pest being controlled

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REQUIRED SKILLS AND KNOWLEDGE
• reporting requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed on its own or in combination with other units of competency relevant to the job function.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The critical requirements for this unit of competency as a whole are listed below. Assessment must confirm one's ability to: • follow instructions • comply with OHS requirements • monitor own performance • observe and report variations from work instructions or standards and protocols.
Context of and specific resources for assessment	Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in an emergency disease or plant pest response simulation or in responses to emergency disease outbreak or plant pest incursion. The candidate must also have access to the following resources: • actual or simulated IP • PPE.
Method of assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to carry out emergency disease or plant pest control procedures at an IP.
Guidance information for	To ensure consistency in one's performance, competency

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EVIDENCE GUIDE	
assessment	should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to carry out emergency disease or plant pest control procedures at an IP must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

Emergency diseases or plant pests may include:	• diseases that may affect animals, fish and other marine animals including:
	  • diseases that are exotic to Australia
	  • serious infectious diseases of or uncertain cause
	  • severe outbreaks of known endemic diseases that are considered to be of national significance with serious social or trade implications
	  • variants of endemic diseases
	• species, biotypes or strains of invertebrate pests or pathogens which are injurious to plants or plant health.

Information covered in work instructions may involve:	• stipulations relating to standards, protocols and specific IP site requirements, and may cover:
	  • administration
	  • collection of biological samples
	  • decontamination
	  • destruction of livestock or crop
	  • disposal of carcasses and infectious material
	  • gate control
	  • inventory and valuation
	  • mapping of location of affected plants or

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RANGE STATEMENT	
	crops • pest control • team leader duties • wild animal control.
Control procedures may include:	• containment of livestock or crop and other materials • decontamination and disinfection of premises, equipment and staff leaving premises • destruction and slaughter • disposal of livestock or crop and other materials • gate control • pest control • sample collection • use of chemicals • vaccination and treatment • wild animal control.
OHS requirements may include:	• administration of treatments and vaccinations • animal handling and use of approved restraints where required • correct techniques for manual handling • policies relating to livestock or crop destruction and disposal • procedures for dealing with risks associated with working in areas where there may be an accumulation of airborne dusts or gases, such as ammonia, methane and carbon dioxide • procedures for dealing with risks that may arise when working in buildings or yards that have been damaged in the course of implementation of control procedures • processes for avoiding needle stick injuries and safe use of biohazard containers for disposal of sharps • safe operation of machinery and equipment, including consideration of layout, buildings, terrain, location and prevailing weather conditions • safe use and handling of chemicals • use of firearms for livestock destruction • use of PPE and clothing.
Relevant standards and protocols	• approved standard operating procedures

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RANGE STATEMENT	
may include:	• Australian Veterinary Emergency Plan (AUSVETPLAN) or Australian Emergency Plant Pest Response Plan (PLANTPLAN) or similar protocols • damage minimisation policies • environmental policies • OHS legislation • relevant commonwealth, state and territory legislation.

Unit Sector(s)

Unit sector	Biosecurity

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBIO302A Identify and report unusual disease or plant pest signs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency specifies the outcomes required to recognise unusual disease or plant pest signs during day-to-day work and take appropriate reporting action.

Application of the Unit

Application of the unit	The work in this unit is typically performed by those who have daily contact with plants, birds, animals or fish. It would usually be carried out in conjunction with routine animal or plant husbandry tasks.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify signs of unusual disease or a plant pest	1.1. Signs of disease or a plant pest are identified. 1.2. Signs of disease or a plant pest are compared with own experience of common endemic disease or a plant pest in the species. 1.3. Where signs indicate an unusual disease or a plant pest, severity and extent of problem in the species are assessed. 1.4. Where signs indicate an unusual disease or a plant pest, immediate advice is sought from supervisors, professionals or appropriate authorities.
2. Report signs of unusual disease or a plant pest	2.1. Signs of unusual disease or a plant pest are reported immediately to appropriate authorities. 2.2. Biosecurity measures are implemented according to enterprise biosecurity plans and instructions from appropriate authority.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• observing • recognising unusual disease or plant pest signs

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REQUIRED SKILLS AND KNOWLEDGE
• use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• required procedures to follow in notifying appropriate authorities • where to access additional reliable information or personnel.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed on its own or in combination with other units of competency relevant to the job function.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The critical requirements for this unit of competency as a whole are listed below. Assessment must confirm one's ability to: • identify unusual disease or pest signs within ones own experience • notify appropriate authorities where appropriate • implement appropriate biosecurity measures.
Context of and specific resources for assessment	For valid assessment, one must have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to identify and report unusual disease or plant pest signs. The candidate must also have access to resources such as photographs of signs of emergency and endemic diseases

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EVIDENCE GUIDE	
	and of plant pests.
Method of assessment	Assessment for this unit of competency may be undertaken on or off the job. The unit could be assessed on its own or in combination with other units of competency relevant to the job function,
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to identify and report unusual disease or plant pest signs must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events. For example, this could include a range of diseases for a particular species or a variety of pests.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Signs of disease or a plant pest may include:	• abnormality • clinical signs • decline and dieback • insect damage or presence of insects • mortalities and mode of death • presence of highly specific vectors • results of post-mortem examinations • unexplained levels of morbidity or mortality in populations.
Unusual diseases or plant pests may include:	• disease that is classified as an emergency disease • disease that presents in an unusual, uncommon or atypical form • plant pest species, biotype or strain of invertebrate pest or pathogen injurious to plants or plant health.

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RANGE STATEMENT	
Appropriate authorities may include:	• national disease watch hotlines • property owner or manager • regulatory officers from state and territory departments of Primary Industries, Agriculture, Fisheries and Forestry.

Unit Sector(s)

Unit sector	Biosecurity

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBIO202A Follow site quarantine procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of following enterprise site quarantine procedures that are designed to reduce the likelihood of pathogenic organisms entering the site, and defines the standard required to: read and/or interpret site quarantine procedures; follow enterprise quarantine procedures (including industry quality assurance procedures if applicable); report and respond to quarantine issues or breaches of procedures; communicate with visitors to the enterprise about site quarantine procedures.

Application of the Unit

Application of the unit	This unit applies to the routine part of ones own work and is applied to visitors to the site. Work is performed under supervision and according to strict procedures and policies.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to work in quarantine site	1.1. Ensure personal and/or work vehicles are decontaminated before entering the quarantine site. 1.2. Contact with potential contaminants is reported according to enterprise requirements. 1.3. Hands are washed before livestock, feed, plant stock or other products are handled. 1.4. Showering and changing into work clothes is carried out if required. 1.5. Appropriate clothing and footwear is put on before commencing work and street clothing is securely stored away from livestock, feed or other products. 1.6. Footbaths are used thoroughly and checked for disinfectant level before entering site and sheds if required.
2. Work in quarantine site	2.1. Chemicals and/or medications are handled and stored appropriately. 2.2. Different feed mixes, soils and/or growing media and/or other products are kept separate and appropriately marked according to enterprise procedures. 2.3. Any cases of disease or pest infestation are identified and reported to supervisor. 2.4. Any breaches of quarantine procedures are identified and reported to supervisor.

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Any Occupational Health and Safety (OHS) hazards are identified and appropriate action is taken according to enterprise policy and OHS legislation and codes. 2.6. All waste products is disposed of according to enterprise procedures. 2.7. All deceased livestock, unwanted biological material or damaged/infected plant stock are disposed of according to enterprise procedures. 2.8. Information relating to work in quarantine site is recorded as required by the enterprise procedures.
3. Assist in maintaining site quarantine procedures	3.1. All visitors are informed of the quarantine procedures and are provided with appropriate clothing and footwear, if required by enterprise procedures. 3.2. Visitors are required to sign in, state their recent activities and exposures, and wash or shower if required by enterprise procedures. 3.3. Any observed breaches of quarantine procedures by visitors are noted and reported to supervisor. 3.4. Gates and doors are kept locked where required by enterprise procedures and supervisor instructions. 3.5. Where installed, security fencing is maintained according to supervisor's instructions. 3.6. Deliveries to site are checked to ensure that established procedures for vehicle decontamination, unloading and receipt and holding or storage of stock and/or supplies are followed.
4. Respond to site quarantine breach or problem	4.1. The specific problem and its location is identified and reported to supervisor. 4.2. Problems are secured according to enterprise procedures. 4.3. Quarantine site and location of breach is cleaned and disinfected as required according to the specific nature of the problem and enterprise procedures. 4.4. Livestock, plant stock suspected of being exposed to contaminants are isolated and monitored for evidence of contamination according to enterprise procedures. 4.5. All contaminated stock/materials are treated and/or disposed of according to enterprise procedures. 4.6. Information about the breach or problem is recorded according to enterprise procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• read and/or interpret site quarantine procedures • follow biosecurity and hygiene procedures • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• enterprise site quarantine policy and procedures • industry quality assurance requirements (where applicable) and documentation required to be kept • reporting procedures for alleged breaches of site quarantine procedures • consequences of breaching site quarantine procedures • OHS, environmental and disease legislative and enterprise requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance

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EVIDENCE GUIDE	
competency in this unit	criteria and required skills and knowledge and include achievement of the following: • read and/or interpret site quarantine procedures • follow enterprise quarantine procedures (including industry quality assurance procedures if applicable) • report and respond to quarantine issues or breaches of procedures • communicate with visitors to the enterprise about site quarantine procedures.
Context of and specific resources for assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to carry out movement and security procedures. The candidate must also have access to resources that establish movement and security controls.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Sites may include:	• quarantine site of the whole farm • an apiary • enterprise premises, or part of the premises or enterprise, such as • an isolation area or sick bay. • in some cases, the quarantine area may extend beyond the enterprise boundaries.

Unit Sector(s)

Unit sector	Biosecurity

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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PSPGOV307B Organise workplace information

Modification History

PSPGOV307B Release 2: Layout adjusted. No changes to content.

PSPGOV307B Release 1: Primary release.

Unit Descriptor

This unit covers organisation of information in the workplace. It includes collecting and assessing information, organising and providing information.

In practice, organising workplace information may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, using resources, assisting with scientific technical support, undertaking basic procurement, calculating duty and other taxes, undertaking routine inspections and monitoring, searching land, investigating tenure and land use history, processing claims, etc.

This is one of 5 units of competency in the *Working in Government* and *Management* Competency Fields that deal with information/knowledge management. Related units are:

- PSPGOV206B Handle workplace information
- PSPGOV406B Gather and analyse information
- PSPGOV504B Undertake research and analysis
- PSPMNGT614A Facilitate knowledge management

This unit replaces and is equivalent to *PSPGOV307A Organise workplace information*

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect and assess information	1.1 ***Information*** is gathered and recorded within specified timeframes and according to organisational procedures. 1.2 Information gathered is checked for accuracy and to ensure it meets relevant work requirements. 1.3 Confidentiality and privacy procedures are followed.
2. Organise and provide information	2.1 Information and materials are organised and ***stored*** within established procedures. 2.2 Information is organised for easy access by relevant staff. 2.3 Records maintenance is completed in a manner that is accurate, up-to-date and in a format acceptable to the organisation. 2.4 Security procedures are followed for information storage and retrieval. 2.5 Incoming information and materials within the area of responsibility are sorted and distributed to relevant staff in accordance with ***legislation, policy and procedures***. 2.6 Information is communicated to relevant staff clearly and within appropriate timeframes. 2.7 Information is used to develop options for consideration and action as required.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

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Look for evidence that confirms skills in:

- establishing and maintaining filing systems
- applying computer technology to data storage, security, retrieval and presentation
- applying information security requirements
- undertaking basic statistical and numerical manipulation
- problem solving and referring problems as required
- communicating with colleagues and supervisors
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of organising workplace information

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information
- public sector standards
- organisational information handling and storage procedures
- electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of information management

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

PSPBORD305A Calculate taxes, fees and charges

PSPETHC301B Uphold the values and principles of public service

PSPGOV301B Work effectively in the organisation

PSPGOV305B Access and use resources and financial systems

PSPGOV306B Implement change

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PSPGOV308B Work effectively with diversity

PSPGOV312A Use workplace communication strategies

PSPGOV313A Compose workplace documents

PSPIM301A Process claims

PSPLAND302A Investigate tenure and land use history

PSPLEGN301B Comply with legislation in the public sector

PSPOHS301A Contribute to workplace safety

PSPPROC302A Undertake basic procurement

PSPREG301A Undertake routine inspections and monitoring

PSPSCI301A Assist with scientific technical support

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- organisation of workplace information in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to information in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when organising workplace information

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when organising workplace information, including coping with difficulties, irregularities and breakdowns in routine
- organisation of workplace information in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people

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- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Information is:

- specified by the work of the organisation and may include:
  - basic numerical and statistical data
  - legislative, organisation, and policy requirements
  - client data
  - registries and file records
  - library materials
  - financial records
  - mail
  - human resources records
  - asset details
  - meta-data

Storage of information may include:

- systems which are internal and external to the organisation
- manual and computer files

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- databases
- information systems
- records management systems
- web sites

Legislation**, **policy and procedures may include:

- Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property
- government policy
- public sector code of ethics
- Australian standards such as records management, knowledge management, risk management
- the organisation's policies and practices
- organisational code of conduct

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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AHCBIO301A Work effectively in an emergency disease or plant pest response

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to work effectively within own area of responsibility in a response to an emergency disease or plant pest incursion.

Application of the Unit

Application of the unit	This unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain and use information about the emergency disease or plant pest and an appropriate response	1.1. Information about emergency disease or plant pest and appropriate response is accessed and applied during an emergency disease or plant pest response. 1.2. Information is used to address specific work needs and further information requirements are identified. 1.3. Information and/or resources required from stakeholders are identified and accessed.
2. Work according to organisational requirements	2.1. All communication with stakeholders is carried out according to organisational policies and procedures. 2.2. All work undertaken reflects a current working knowledge and understanding of organisational requirements. 2.3. All work undertaken reflects understanding and compliance with relevant duty of care and legal responsibilities. 2.4. Work activities conform to relevant legislation, regulations, procedures and codes of practice appropriate to work area and level of responsibility. 2.5. Hazards and risks relevant to specific work being undertaken are identified and responded to as required. 2.6. Work is carried out according to organisational policies and procedures.
3. Manage own work	3.1. Work instructions are interpreted correctly and clarification is sought if inconsistencies are noted. 3.2. Workload is assessed and competing demands are prioritised to achieve personal, team and organisational goals and objectives. 3.3. Need for physical and human resources is communicated clearly to appropriate person(s). 3.4. Own role, responsibilities and duties are performed

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ELEMENT	PERFORMANCE CRITERIA
	in a positive manner that promotes cooperation within the workplace. 3.5. Importance of own and others' roles in achieving organisational goals is respected. 3.6. Personal symptoms of stress and their potential to impact on performance are recognised, action is taken to minimise their negative effects and undue personal stress is reported to appropriate persons.
4. Comply with biosecurity requirements	4.1. Biosecurity procedures relevant to own work area are identified. 4.2. Work activities are carried out according to established biosecurity procedures. 4.3. Personal protective equipment and fomites are maintained according to biosecurity procedures. 4.4. Biosecurity breaches are reported immediately to appropriate person. 4.5. Biosecurity records are completed according to work area requirements.
5. Adapt to change as required	5.1. Need for change in own work practices to reflect critical emergency issues or emerging trends is identified and assessed. 5.2. Changes required are discussed and agreed with senior staff. 5.3. Own work practices are changed where required and according to agreed arrangements. 5.4. Flexible approach that takes account of changing priorities and circumstances is applied when implementing instructions for changes to work practices. 5.5. Change is monitored to determine the effectiveness of revised work practices and senior staff members are advised of findings.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• operating in stressful situations • prioritising conflicting demands • working in a strict line management environment • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• district, regional and local plans • functional plans of other government agencies • legal and regulatory framework under which responses are taken • national plans such as Australian Veterinary Emergency Plan (AUSVETPLAN) or Australian Emergency Plant Pest Response Plan (PLANTPLAN) • Occupational Health and Safety (OHS) and biosecurity procedures • national, state and territory plans.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	This unit of competency could be assessed on its own or in combination with other units of competency relevant to the job function.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The critical requirements for this unit of competency as a whole are listed below. Assessment must confirm one's ability to: • access and use national plans such as

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EVIDENCE GUIDE	
	AUSVETPLAN or PLANTPLAN • operate within a response team and follow instructions • operate effectively under stress in tasks involving problem solving in relation to own role • make effective judgements • follow instructions • provide advice in area of expertise and authority • understand legal and regulatory implications of one's own role in an emergency disease or plant pest response.
Context of and specific resources for assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to work effectively in an emergency disease or plant pest response. The candidate must also have access to the following resources: • simulated workplace for an emergency disease or plant pest response for assessment using scenarios, case studies, role plays and group work • access to local, regional, district, state and territory, and national plans relating to an emergency disease or plant pest response.
Method of assessment	Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed in a simulated workplace or in a situation that reproduces normal work conditions.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. The skills and knowledge required to work effectively in an emergency disease or plant pest response must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events. This could include: • working in the field or in a local, state or national control centre

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EVIDENCE GUIDE	
	• participating in a response to a plant pest or to an emergency disease of animals, fish or other marine animals • participating in a response to a natural disaster.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Information about emergency diseases or plant pests may be found in:	• AUSVETPLAN or PLANTPLAN strategies • published texts • scientific literature.
Information about emergency response may be found in:	• district, regional or local plans • functional plans of other government agencies • industry biosecurity plans • national, state or territory plans.

Emergency diseases and pests may include:	• diseases that may effect animals, fish and other marine animals include:
	  • disease that is exotic to Australia
	  • serious infectious diseases or pests of or uncertain cause
	  • severe infectious disease of unknown or uncertain cause
	  • severe outbreaks of known endemic diseases or pests that are considered to be of national significance with serious social or trade implications
	  • variants of endemic diseases
	  • biotypes or strains of invertebrate pests or pathogens injurious to plants or plant health; invasive pest plants.

Stakeholders may include:	• agronomists and consultants • chemical resellers • consumers • crop monitors or scouts • general community • government departments

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RANGE STATEMENT	
	• industry • producers and other local enterprise owners • other personnel involved in an emergency response • plant pathologists • property owners, managers and staff • stock agents and transport personnel • veterinarians.
Organisational requirements may include:	• biosecurity and OHS policies and procedures • district or regional plans • functional plans of other government agencies • goals, objectives, policies and standard operating procedures of response lead agency • national plans such as AUSVETPLAN or PLANTPLAN • local, state and territory plans.
Duty of care and legal responsibilities may include:	• duties and responsibilities for self and others • responsibilities defined through legislation • responsibility of an employer to provide a safe workplace.
Procedures may include:	• AUSVETPLAN or PLANTPLAN • biosecurity procedures of industry and response lead agency • handling and storage of hazardous materials • industry codes of practice • legal or regulatory requirements • personal hygiene • standard operating procedures of response lead agency.
Hazards and risks may include:	• allergic reaction • chemical exposure • occupational trauma • physical injury • spreading disease or plant pests • zoonotic infection.
Ways in which work may be carried out include:	• individually • in cooperation with other sections in response team, using their skills and knowledge as appropriate.
Appropriate person may include:	• controller

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RANGE STATEMENT	
	• section manager • team leader.

Fomites may be defined in terms of:	• inanimate objects capable of transmitting an infectious agent such as:
	  • boots
	  • clothing
	  • vehicles.

Unit Sector(s)

Unit sector	Biosecurity

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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PUAFIR201B Prevent injury

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency associated with the identification, avoidance, review, and evaluation of workplace risks and hazards, maintenance of personal safety and the reporting to supervisors and team members.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify workplace hazards and risks and advise others**	1.1 Procedures and practices are followed to identify workplace ***hazards*** and risks 1.2 Appropriate procedures for dealing with hazards in the workplace are followed in accordance with Occupational Health and Safety (OH&S) guidelines and the organisation's procedures 1.3 ***Contact*** is maintained at all times with other crew members and supervisor 1.4 Hazards in the work area and warnings of hazardous situations are recognised and reported to designated personnel 1.5 Stressful situations are recognised and support is sought or given to minimise effect
2. **Implement hazard control procedures**	2.1 ***Personal protective clothing and equipment*** is selected and donned in accordance with the organisation's procedures and within its limitations 2.2 Appropriate procedures and work instructions for controlling risks and hazards are followed 2.3 Personal health is protected in accordance with legislative and organisation's procedures 2.4 Equipment appropriate to dealing with a hazard is used in accordance with standard operating procedures

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Controls are implemented to minimise damage to the environment
	2.6 Fluid and food intake and rest breaks are maintained in accordance with environmental and working conditions and the organisation's policy
	2.7 Assistance is given to crew members in danger while maintaining personal safety in accordance with the organisation's procedures
3. **Review effectiveness of hazard control procedures**	3.1 Hazard controls are monitored to ensure continued effectiveness
	3.2 Changes in incident behaviour and conditions are reported immediately to supervisor
	3.3 Factors which may create or increase ***risk*** to life, property or the environment are identified, reported and controlled in so far as possible
4. **Participate in the implementation of OH&S in the workplace**	4.1 OH&S issues are raised with designated personnel in accordance with procedures and OH&S legislation
	4.2 Contributions to OH&S implementation in the workplace are made within organisation's procedures and scope of responsibilities and competencies
	4.3 Activities/debriefings are undertaken which ***alleviate occupational stress***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

identification of typical hazards in the workplace

use of protective clothing and equipment

Required Knowledge

Health and fitness requirements such as diet and nutrition, exercise, impact of smoking, alcohol and drugs on the body

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REQUIRED SKILLS AND KNOWLEDGE

Occupational hazards encountered in the workplace such as structural collapse, electricity, chemicals, dust, wildfires, extreme temperatures, biological, radiation, hazardous atmospheres, flammable and combustible liquids and gases and manual handling

Personal protection such as clothing and equipment requirements, survival in life threatening situations and health hazards

Signs of occupational stress, limiting stress, dealing with stress and seeking assistance

Signs of fatigue and dealing with fatigue

Methods of hazard control and reporting in accordance with the organisation's procedures

Procedures for participating in OH&S arrangements

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in: correct identification of hazards in the workplace application of the organisation's procedures including the correct selection and use of PPE advising and reporting of workplace hazards in accordance with the organisation's requirements notification of risk to the team and supervisor in a timely manner **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** A combination of oral or written presentations, observations, on the job and/or in a range of simulated environments

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EVIDENCE GUIDE

	Specific resources for assessment Availability of appropriate protective clothing, equipment and organisational procedures
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Workplaces may include	locations where activities and operations may occur such as structures, open spaces, water, public and private property, (including crown land), mobile property, confined spaces
Activities to alleviate occupational stress include	avoidance limiting exposure withdrawal defusion/debriefing counselling services referral to medical services or relevant government agencies
Hazards must include those associated with	urban, rural and aircraft fires training and simulation activities hazardous materials electricity
and may also include	prescribed burning activities vehicle and industrial rescue/extrication flood, storm and tempest rescues travelling in vehicles and

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RANGE STATEMENT

	travelling in aircraft
The nature of the hazard must include	**Incident**
	chemical spills such as those involving dangerous goods; vapours/poisonous gases/smoke; contaminated fire water; explosions/flammability; radioactivity; environmental
	contamination of air/land/water, appliances and equipment
	Biological
	biological such as infections, bites, stings, radiation
	Personal
	heat stress; dehydration
	psychological such as critical incident stress; shock, drownings
	Environmental
	fire and explosions; falling objects (trees, masonry, rocks etc.); subsidence; water load; structural collapse, radiant heat
	entrapment by fire in a vehicle or on foot
	chemical types
	heavy machinery
	confined space/structure
and may also include	aerial retardant drops
	broken terrain
Risk control measures must include	use of clothing and equipment to provide protection
	eye, sight, hearing protection
	appropriate training
	barriers
	vehicle protection hoses and devices
	survival techniques
	life support equipment/features
and may also include	spill clean up kits
	electrically insulated tools and equipment

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RANGE STATEMENT

	fire blankets/roll over protection
	goggles, face shield, hearing protection and chainsaw chaps
	adequate food, fluid and other welfare needs during extended operations
Personal protective clothing and equipment must include	Turnout uniform and gloves
	respiratory protection
	eye protection
and may also include	face shield
	chemical protective clothing
	personal lines
	personal distress units
	personal accessories kit
	chainsaw chaps
Life support equipment/ features may include	radiation shielding
	vehicle cabins with/without sprays
	low water level indicators
	protective vests
	fire blankets
	first aid kit
Factors which must require evaluation and review include	available resources
	traffic and spectators
	wind strength/direction
	temperature and relative humidity
	fire development/behaviour
	structural and equipment integrity
	water supply/pressure
	vegetation type
	topographical features including slope, terrain and aspect
Contact with crew members and supervisors must	visual
	touch

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RANGE STATEMENT

include	radio verbal
and may also may include	electronic and written
Designated personnel must include	other crew members/supervisors/OH&S representatives

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	PUATEA001B Work in a team

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AHCCCF413A Service committees

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers service committees and defines the standard required to: organise formal meetings; prepare business papers and additional information for meetings; conduct meetings and carry out follow up actions; plan other events for a committee; maintain records, including the operating budget, for a committee.

Application of the Unit

Application of the unit	This unit applies to community program leaders who organise meetings for committees and sub-committees at the group and regional levels to support the operation of community groups.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise meetings	1.1. Purpose of meeting(s) is clarified with the chair, secretary or coordinator. 1.2. Schedule of meetings is prepared and maintained in line with any group, regional and/or agency requirements. 1.3. Venue and date of meeting is organised according to meeting schedule, group or regional requirements and within any budget constraints. 1.4. Participants are advised of any changes to original meeting details. 1.5. All appropriate individuals are advised of details of meetings and followed up for confirmation of attendance according to instructions. 1.6. Any apologies are accepted and accurately recorded for presentation at meeting. 1.7. Meeting room is set up in a timely manner to suit arrangements and according to instructions.
2. Prepare business papers for meetings	2.1. Notice of meeting and agenda are accurately prepared to instructions and details provided. 2.2. Reports required for meeting are prepared or collated as appropriate. 2.3. All business papers are distributed to appropriate individuals following established group or regional meeting guidelines.
3. Record and produce minutes of meeting	3.1. Notes are taken of meeting activities and decisions to ensure an accurate record of meeting. 3.2. Minutes of the meeting are produced in required

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ELEMENT	PERFORMANCE CRITERIA
	format to provide an accurate account of meeting. 3.3. Minutes are checked for accuracy, approved and distributed to instructions.
4. Follow up after meetings	4.1. Action lists on work following from meetings are prepared according to instructions. 4.2. Requests for information from group members or officers are dealt with promptly and accurately. 4.3. Correspondence associated with meetings is dealt with in a timely manner according to instructions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• use office equipment, such as computers, photocopiers and facsimiles • plan events • manage budgets • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• meeting procedures, both formal and informal • agency guidelines where applicable or instructions • relevant program and incorporation requirements for group where applicable • local facilities for meetings • local arrangements for authorising expenditure • local community and activities

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REQUIRED SKILLS AND KNOWLEDGE
• office and related business procedures • Occupational Health and Safety (OHS) and public safety requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • organise formal meetings • prepare business papers and additional information for meetings • conduct meetings and carry out follow up actions • plan other events for a committee • maintain records, including the operating budget, for a committee.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Service may include:	• meetings including group management

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RANGE STATEMENT	
	meetings, group general or annual meetings • training/extension sessions • sub-committee meetings related to a project or other specific activity • regional meetings for coordination or for management of regional plan • agency related meetings associated with management of program.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SITXMPR002A Create a promotional display or stand

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to create a display or stand for the promotion of a product or service. It requires the ability to identify the objectives of the promotion, determine who the audience will be, select all display components and assemble the display or stand.

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

Application of the Unit

Application of the unit

This unit describes a fundamental sales and marketing skill for those working within the service industries and applies to the full range of industry sectors and environments.

Promotional displays or stands are set up and operated in a range of contexts, including trade or consumer shows, meeting or conference events, in-house promotions, window displays, visitor information centre displays and shopping centre promotions. They might be used to promote any product, service, or event; a group of products being cooperatively marketed; or even a whole city, region or tourist precinct.

This unit does not include all the skills of a specialist display designer or visual merchandiser. Rather, it reflects the more general display skills needed by a large range of service industry personnel involved in sales and marketing activities. Frontline sales and marketing personnel who operate with some level of autonomy or under limited supervision and guidance from others would be responsible for setting up displays or stands.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Make preparations for display or stand.	1.1 Identify display or stand objectives in consultation with appropriate colleagues.

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Obtain operational ***information to assist in display or stand preparation*** to allow time for adequate planning.
	1.3 Plan display or stand to meet the needs of target audience.
	1.4 Select and organise adequate ***display supplies*** and transportation arrangements according to display plan.
	1.5 Identify the need for and seek assistance from display specialists where appropriate.
2 Create the display.	2.1 Create or dress the display or stand, making creative use of available materials and supplies.
	2.2 Use established ***display techniques*** to maximise the visual appeal of the display and reflect the nature of product or service being sold.
	2.3 Use display equipment correctly and safely.
	2.4 Check display or stand to ensure safety of colleagues and customers.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- safe OHS practices that relate to transporting, carrying, assembling and monitoring the display or stand
- basic visual merchandising techniques for creating displays with typically available materials, including techniques for maximising the effectiveness of commonly-used collateral in displays, including brochures and posters
- literacy skills to collect and interpret information about the needs of the target audience and operational aspects of the display or stand.

The following knowledge must be assessed as part of this unit:

- typical tourism industry contexts in which displays are used, such as trade and consumer shows, shopping centre promotions, information centre displays, window displays and promotional functions

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REQUIRED SKILLS AND KNOWLEDGE

- range of materials and equipment used for display in different locations and settings, such as stages, exhibition booths, permanent displays and window displays.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- creation of a display or dressing of a promotional stand to meet specific objectives using accepted display techniques
- ability to create display or stand in a well-organised and safe manner
- creation of a display or dressing of a promotional stand within typical workplace time constraints that meet determined deadlines.

Context of and specific resources for assessment

Assessment must ensure:

- creation of a display or promotional stand within commercially realistic promotional environments
- use of display and promotional material commonly used by tourism and hospitality organisations.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to create a promotional display or stand. The following examples are appropriate for this unit:

- evaluation of the creativity and visual appeal of a display created by the candidate
- case studies to assess application of different display techniques to typical industry promotional situations
- written and oral questioning or interview to test

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EVIDENCE GUIDE

knowledge of basic and different visual merchandising techniques
- written and oral questioning or interview to test knowledge of safe working practices
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITXMPR004A Coordinate marketing activities
- SITXCOM005A Make presentations.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Information to assist in display or stand preparation may include:

- nature of display area, including booth and stage
- floor plans
- type of surface on which display is to be created
- set-up times and duration
- OHS requirements
- budget allocation

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RANGE STATEMENT

- need for utilities, such as electricity and water
- need for waste management
- security.

Display supplies may include:

- furniture
- collateral materials, such as brochures, posters, banners and organisational colours and logo
- scissors
- adhesives and velcro
- pins
- string
- audiovisual systems, including videos and sound systems
- floral arrangements and potted plants
- balloons and other decorations
- mobiles
- computers.

Display techniques must include the use of:

- fabric
- flags
- signs
- printed materials
- three-dimensional materials
- freestanding display options
- product samples
- local produce
- cultural artefacts.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Marketing and Public Relations

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Competency field Marketing and Public Relations

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PUAFIR314B Utilise installed fire safety systems

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency involved in the operation and restoration of installed fire safety systems and the operation of building evacuation systems and emergency procedures.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUAFIR206B Check installed fire safety systems

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Locate the installed fire safety system/s and any associated controls and panels**	1.1 Installed ***fire safety systems*** are located for pre-fire planning, inspection, reports and/or on-site cues 1.2 Installed fire safety system's control/indicating panels, where applicable, are located and monitored according to procedures to facilitate their use in supporting firefighting operations
2. **Utilise the installed fire safety system/s to maximise effectiveness of firefighting operations and occupant evacuation**	2.1 Installed fire safety systems are used according to organisational procedures to facilitate locating the fire, to support occupant ***evacuation***, rescue and fire ***suppression***, and to minimise damage 2.2 Any faults with the system are reported to the supervisor
3. **Utilise building evacuation systems and procedures**	3.1 Building emergency procedures and emergency response structures are identified and implemented in accordance with the organisation's procedures 3.2 Wardens are consulted in accordance with the organisation's procedures 3.3 Building evacuation systems are effectively operated in consultation with appropriate building facility personnel
4. **Reinstate installed fire safety system/s to service**	4.1 The system is reinstated to service after operation, or arrangements are made for its

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ELEMENT	PERFORMANCE CRITERIA
	recommissioning, according to the organisation's procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

identify fire suppression and detection systems

operate an installed hydrant system

operate an installed suppression system

operate an EWIS

operate smoke hazard management system

report fire safety system equipment faults

Required Knowledge

components of a fire detection/suppression system

operation of fire detection/suppression systems

organisation's responsibility regarding fire detection and suppression systems

safety procedures relating to chemical/gaseous suppression systems

operating principles of an EWIS

roles and responsibilities of a warden

operating principles of air handling systems

function of component parts of mechanical venting and air handling equipment

function and components of hydrant systems

purpose of control and indicating equipment

organisation's procedures for reinstating fire safety systems

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Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence is demonstrated in: locating, identifying, operating and restoring: fire detection systems fire suppression systems hydrant systems evacuation systems smoke hazard management systems implementing organisation's operating procedures relating to fire suppression **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Evidence of competence may be demonstrated on the job or by exercises in a simulated workplace environment Written or verbal assessment of knowledge components may be used as supporting evidence Checking, operating and reinstating of fire safety systems to be done under supervision **Specific resources for assessment** This unit will require access to equipment and systems covered in the range of variables
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

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Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

System component parts must include	heat and smoke detectors firefighting media fire indicator panel EWIS panels dampers controls fans and motors sprinkler heads sprinkler controls and components hydrants pumps boosters connections
Operation of fire safety systems must include	interrelated activities utilising the installed fire safety systems in the presence of smoke, heat or fire These include: suppression systems detection systems evacuation systems hydrant systems smoke hazard management systems
Smoke hazard management systems may include	natural venting mechanical venting zone/stair pressurisation control and indicating equipment
Evacuation systems must include	emergency warning and intercommunication systems emergency warning systems

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RANGE STATEMENT

	Warden Systems as set out in Australian Standard 3745
and may also include	emergency control organisation
	Health Care Emergency Management Structures as set out in Australian Standard AS4083 -1997 Emergency Response for Health Care Facilities
Operation of these systems must include compliance with	organisational procedures
	standards
and may also include	manufacturer's specifications
	fire safety strategy for site
Suppression systems must include	sprinklers
	gaseous flooding
	foam flooding
	control and indicating equipment
Detection systems must include	smoke detection
	heat detection
	flame detection
	gas detection
	control and indicating equipment
Hydrant systems must may include	street hydrants
	ring main hydrant systems
	high rise hydrant systems

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAFIR301B Undertake community safety activities

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency associated with the identification and evaluation of risk, the selection and implementation of strategies to reduce risk and improve community safety.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

PUATEA004D Work effectively in a public safety organisation

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Identify specific hazards through inspection**	1.1 ***Hazards*** are identified using the organisation's ***risk management*** procedures and process 1.2 Specific hazards in area of responsibility that may impact on life, ***property***, process or the ***environment*** are accurately identified and reported to the supervisor according to the organisation's procedures 1.3 ***Inspections*** are conducted to provide for relevant information for pre-incident planning 1.4 ***Community members and organisations*** are consulted where appropriate during the identification and/or inspection process
2. **Consider hazard information to determine level of risk**	2.1 The level of risk is determined using the organisation's risk management procedures and process
3. **Implement risk mitigation guidelines**	3.1 ***Risk mitigation*** strategy is selected from a predetermined list and implemented 3.2 Risk reduction activities are conducted in accordance with the organisation's procedures 3.3 Mitigation guidelines are implemented with minimum damage to the environment in accordance with legislation and the organisation's procedures
4. **Evaluate mitigation**	4.1 ***Feedback*** is provided to appropriate parties on

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ELEMENT	PERFORMANCE CRITERIA
strategies	the risk mitigation procedures and process 4.2 ***Mitigation strategies*** are evaluated for effectiveness and community acceptance 4.3 Issues are reported to supervisor according to the organisation's procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

Oral and written communication, identification of hazardous materials, identification of building construction and materials, identification of at risk plant species, quantities and moisture content, completion of forms, analysing feedback and cooperation with community groups, application of risk management guidelines to the organisation

Required Knowledge

Occupational health and safety guidelines, principles of fire behaviour and suppression, hazardous materials, relevant legislation, building construction, relevant technical information, evacuation procedures, community organisation contacts, organisation risk identification guidelines, policies and procedures relating to hazard reduction, hazard isolation, hazard removal and hazard management, risk management principles specific to the organisation, AS/NZ Risk Management Standards

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate	It is essential that the relationship between hazard and the risk posed to the community and environment be identified and described. Evaluation of risk must be undertaken against established organisation risk

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EVIDENCE GUIDE

competency in this unit	management guidelines in consultation with relevant community groups **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** On the job and simulated workplace environment Activities may be carried out under supervision Underpinning knowledge may be assessed through oral and written questions **Specific resources for assessment** Provision of organisation forms, appropriate equipment
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Community members and organisations may include	Geographically-based groups of people such as: households, neighbourhood, suburbs, business districts and towns Shared-experience groups of people such as: particular-interest groups, ethnic groups, professional groups, language groups, age groupings and those exposed to a particular hazard
Property may include	Buildings, infrastructure which provide for the movement of people, goods and services
Environment may include	Natural environment such as: topographical features, water bodies, vegetation communities and ecosystems

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RANGE STATEMENT

	Elements such as economics, commerce, culture and public safety service provisions that relate to how the community functions
Hazards may include	wildfires and associated exposures
	severe storm
	flood
	storm surge
	structural collapse
	explosion
	electrical hazards
	structural fire and associated exposures
	impediments to firefighting and rescue activities
	hazardous materials
	dangerous goods
	illegal or careless use of fire
Risk management modelling process at this level means	a set of guidelines used for risk identification purposes and selection of appropriate mitigation strategies
Inspections may include	familiarisation inspections, licensed premises inspections, inspections required by legislation, scheduled inspections
Legislation may include	local, state or federal acts or regulations applying to organisation
Mitigation strategies may include	hazard reduction
	hazard removal
	hazard isolation
	hazard management
	community information/education
	community activities
	altering work practices
Feedback may include	checklists
	reports, verbal and/or written submitted to immediate supervisor

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RANGE STATEMENT

	survey results facilitated group meetings standard organisation forms

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAFIR208B Participate in community safety activities

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency for participating in specific hazard identification, presenting community safety information and undertaking mitigation activities while predominantly under supervision. This unit does not cover the competence related to prescribed burning.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s

Nil

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Participate in the identification of specific hazards**	1.1 Inspections are undertaken to identify specific ***hazards*** as directed 1.2 Individuals are consulted during the identification process in accordance with the ***organisation's*** procedures 1.3 Outcomes of identification process are reported to the supervisor
2. **Participate in presenting community safety information**	2.1 Community safety information is collected and prepared in accordance with the organisation's requirements 2.2 Community safety information is distributed to the relevant target groups as instructed 2.3 Location for presentation is identified and relevant preparations for the event are undertaken as directed 2.4 ***Feedback*** received from the participants is reported to the supervisor in a timely manner
3. **Participate in risk mitigation activities**	3.1 Appropriate ***risk mitigation*** procedures, work instructions and directions are followed in accordance with the organisation's procedures 3.2 Work is undertaken in accordance with occupational health and safety procedures 3.3 Mitigation activities are undertaken with minimum damage to the ***environment*** in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational procedures and ***legislation***
	3.4 Outcomes are reported to the supervisor

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

oral communication

identification of hazardous materials

application of risk mitigation activities

communication techniques in groups

Required Knowledge

hazard identification

principles of fire behaviour

identification of hazardous materials

safe work practices

building structures

mitigation

relevant legislation

Evidence Guide

EVIDENCE GUIDE

Critical aspects for	It is essential for this unit that competence be

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EVIDENCE GUIDE

assessment and evidence required to demonstrate competency in this unit	demonstrated in: identification of specified hazards appropriate presentation of information in accordance with the organisation's procedures demonstration of ability to undertake risk mitigation activities **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** A combination of oral or written presentations, observations, on the job and/or in a range of simulated environments **Specific resources for assessment** Provision of the appropriate literature and equipment
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Community members and organisations may include	Geographically-based groups of people such as: households, neighbourhood, suburbs, business districts and towns Shared-experience groups of people such as: particular-interest groups, ethnic groups, professional groups, language groups, age groupings and those exposed to a particular hazard
Property may include	Buildings, infrastructure which provide for the

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RANGE STATEMENT

	movement of people, goods and services
Environment may include	Natural environment such as: topographical features, water bodies, vegetation communities and ecosystems
	Elements such as economics, commerce, culture and public safety service provisions that relate to how the community functions
Hazards may include	wildfires and associated exposures
	severe storm
	flood
	storm surge
	structural collapse
	explosion
	electrical hazards
	structural fire and associated exposures
	impediments to firefighting and rescue activities
	hazardous materials
	dangerous goods
	illegal or careless use of fire
Organisation's risk modelling process at this level means	a set of procedures used for risk identification purposes and to advise the community of recommended actions
Accompanied inspections may include	familiarisation inspections, licensed premises inspections, inspections required by legislation, scheduled inspections
Legislation may include	local, state or federal acts or regulations applying to organisation
Mitigation strategies may include	hazard reduction
	hazard removal
	hazard isolation
	hazard management
	community information/education
	community activities
	altering work practices

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RANGE STATEMENT

Feedback may include	checklists reports, verbal and/or written submitted to immediate supervisor survey results facilitated group meetings standard organisation forms

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s	Nil

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PUAFIR206B Check installed fire safety systems

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the competency involved with the location, identification and checking the status of fire safety systems, while predominantly under direct supervision.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Locate and identify fire safety systems**	1.1 ***Alarms***, ***detectors***, ***sprinklers*** and other fire safety ***systems*** are identified and located 1.2 On-site visual identification of type and mode of operation is made
2. **Check and monitor the status of fire safety systems**	2.1 Alarms, detectors, sprinklers and other fire safety systems are checked in accordance with the organisation's procedures 2.2 Status of fire safety systems is monitored and faults are identified and reported using appropriate reporting procedures in accordance with the organisation's procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

identify various forms of communication systems and components

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REQUIRED SKILLS AND KNOWLEDGE

identify various forms of detection devices and alarm systems

identify various alarms

check the status of various forms of detection and suppression systems

identify faults in fire safety systems

apply organisation's procedures

Required Knowledge

advantages and disadvantages of various forms of heat and smoke detection devices

basic operating principles and applications of heat and smoke detectors

basic components of heat and smoke detection systems

basic operating principles and applications of smoke alarms

functions of a sprinkler system

sources of water supply to sprinklers systems

basic components and their functions in the operation of a sprinkler system

organisation's procedures

use and operation of fire control room

combining of addressable and non-addressable detectors in a fire detection and alarm system

appreciation of building emergency evacuation procedures

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential that competence is demonstrated in: identification of types of sprinkler systems identification of components of sprinkler systems identification of fire detection systems and fire control facilities identification of firefighter control facility

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EVIDENCE GUIDE

	Consistency in performance Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Evidence of competence may be demonstrated on the job or by exercises in a simulated workplace environment Written or verbal assessment of knowledge components may be used as supporting evidence Checking of fire safety systems is to be done under direct supervision **Specific resources for assessment** This unit will require access to a wide range of fire safety systems and their components
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Systems may include	fire sprinkler fire detection and alarm communications fire suppression building and smoke control and other systems according to the organisation's requirements
Fire sprinklers may include	wet pipe dry pipe

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RANGE STATEMENT

Sprinkler components may include	all types of sprinkler heads alarm valves stop valves pressure and flow switches tamper switches pressure gauges valve monitoring system pressurisation arrangement retard chambers
Heat and smoke detection systems may include	addressable non-addressable local alarm
Fire suppression may include	gaseous (carbon dioxide, nitrogen and inert gas) water foam vaporising liquid aerosol dry powder
Smoke detectors may include	photo-electric ionisation smoke sampling beam carbon monoxide fuzzy logic (multi-decision based process smoke detectors)
Smoke alarms may include	photo-electric ionisation mains power (240v) battery operated interconnected or single station carbon monoxide

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RANGE STATEMENT

Heat detectors may include	rate of rise fixed temperature line type
Flame detectors may include	ultra violet infra-red
Alarms and communications may include	radio telephones paging (audible and visual alarms) emergency warning and intercommunication system (EWIS) wire free
Building controls may include	smoke control mechanical plant shutdown other systems operations (eg. electrical system shutdown, door opening)
Smoke controls may include	dampers smoke detectors control panels fans and motors smoke and heat vents

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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CHCYTH301D Work effectively with young people

Modification History

Unit Descriptor

This unit describes the knowledge and skills required to work with and for young people within an ethical, social, political and economic context

This unit describes the knowledge and skills required to work with and for young people within an ethical, social, political and economic context

Application of the Unit

This unit may apply to community services work in a range of contexts

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria

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1	Develop a professional rapport with young people	1.1	Conduct interactions with young people in a fair, just, humane and positive manner
		1.2	Use communication strategies with individuals for effective interaction and problem solving
		1.3	In all work demonstrate a consistent commitment to young people
2	Address issues associated with the culture of young people	2.1	In all actions and decisions, take into account the culture of the young person
		2.2	Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
		2.3	Evaluate issues in relation to young person's culture, family background and interest and modify approach appropriately
		2.4	Select activities and resources to promote cross cultural awareness
		2.5	Establish guidelines that are relevant to the culture and background of the young person
3	Recognise that youth culture is distinct	3.1	In all interventions, take account of youth culture the young person identifies with
		3.2	Select activities and interventions to fit both individual and/or group needs of particular young people
		3.3	Assist young people to negotiate positive outcomes within a political framework
		3.4	In all interventions, take account of their economic impact on young people
		3.5	In all work demonstrate a commitment to addressing any economic disadvantages young people experience

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Own work role within the context of the youth sector

Organisation role within the context of the youth sector

Interrelationship of society, culture, the family and the young person

Aspects of human behaviour and development related to young people, their personal and social development and relationships

Principles of access and equity

Statutory framework in which the work takes place

Political and economic context as listed in the Range Statement

Current issues facing young people and existing services to address their needs and rights

Principles and practices of community support

Youth cultures social, political and economic frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

Prepare reports such that the information and the way it is organised is appropriate to its purpose and audience

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Demonstrate application of skills in:

interpersonal communication with young people and other stakeholders

working as part of a team or as a sole worker

communication

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advocacy

empathy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions Consistency in performance should consider the organisation and individual context within which work takes place
Access and equity considerations:	All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander

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	clients and communities
Context of and specific resources for assessment:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged Resource requirements for assessment of this unit include access to: a workplace or an accurately simulated environment where assessment may take place
Method of assessment:	In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Historical, **social**, **political economic context includes**:	Statutory framework within which work takes place in the sector Historical context of work e.g. changing attitudes to young people; changing approaches to working with young people Changing social context of work: e.g. changing government and societal views of young people and approaches to working with them Political context e.g. Government policies and initiatives affecting youth work Economic context e.g. The current economic situation as it relates to and affects young people and the subsequent impact on client needs
Stakeholders and representatives may include:	Young people Friends, peers and target groups Families and care givers Local community and community and religious organisations Government representatives and service providers Youth organisations Specialists/experts Peak bodies and networks in youth work Organisation management, colleagues, supervisor, team members
Different models of work in the sector may include:	Community development and education Case management Working with families A client-centred approach

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A commitment to access and equity may be demonstrated by:	A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, developmental, religious, economic and social

Unit Sector(s)

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CHCGROUP302D Support group activities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to participate in and provide general support for a range of informal and formal groups in a variety of settings

Application of the Unit

Application	This unit may be applied to group work in a range of community service settings

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of	The Performance Criteria specify the level of performance required to demonstrate achievement of the

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competency.	Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the purpose of the group	1.1 Identify and determine with members of the group, activities which meet the group purpose 1.2 Discuss and establish with all group members, rules for group behaviour 1.3 Identify, acknowledge and respect *individual differences* of workers and group members 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available *resources*
2. Establish relationship with the group	2.1 Define roles played by group members including the worker 2.2 Encourage a suitable level of participation 2.3 Inform group of resources available to meet group needs 2.4 Assess capacity of the worker to respond to group's needs and communicate to the group, in an appropriate manner 2.5 Identify and implement the most appropriate *support* to achieve the objectives of the activity 2.6 Model *clear communication* to group members 2.7 Encourage group members to use clear and appropriate communication 2.8 Respect individual differences and needs in communication and interaction with group members 2.9 Ensure communication and interactions with group are appropriate to aim and purpose of group 2.10 Implement appropriate processes as necessary to address breaches of behaviour 2.11 Encourage participants to agree on and abide by a set of appropriate guidelines

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ELEMENT	PERFORMANCE CRITERIA
	2.12 Promote group achievements in a way which motivates and recognises participants' efforts
	2.13 Keep records of group interaction, where required, in a manner consistent with organisation's documentation requirements
3. Organise resources for *group activities*	3.1 Work to ensure adequate resourcing is available
	3.2 Communicate to group availability of resources and guidelines for use
	3.3 Encourage cooperative approach to the use of resources
	3.4 Complete *reports* on use of resources if required
	3.5 Ensure reports are completed to standard required by organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Dynamics of groups and the different styles of group leadership and decision-making
- Effective communication techniques
- Conflict management
- Organisation's policies, principles and procedures
- Relevant organisation and community resources

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REQUIRED SKILLS AND KNOWLEDGE

- Building and maintaining relationships
- Relevant models such as stages of group development and stages of change model

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of group activity types identified in the Range Statement or in the workplace
- Provide support for appropriate target groups

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting:
  - language used may be English or community language, depending on the client group
- Apply written communication competence to complete reports required by the organisation:
  - complexity of reports may vary from completing an organisation proforma, to completing a unstructured report
  - literacy support for completing reports may vary from the availability of support from a supervisor to no support available in the workplace
  - reports may be written in English or community language depending on the organisation requirements
- Apply reading competence required to fulfil the job role:
  - this may vary from no competence required (if information on the availability of resources, materials etc for the group are conveyed verbally), to the ability to read work-related texts, which may include lists of available resources, names of group members, policy statements on use of equipment and resources etc
  - language in use may be English or community language depending on organisation

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions • Assessment may be conducted on one or more occasions but must include the normal range of client groups, group activities and types of groups in the workplace
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment of this unit include access to: • an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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EVIDENCE GUIDE

Method of assessment:	• Assessment may include observations, questioning or evidence gathered from the workplace

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Group activities may be:	• Formal or informal • Structured • Semi structured • Unstructured
Group activities may relate to:	• Discussions • Sporting and recreation activities • Research, planning and management • Informal and formal education • Community action • Special interest causes
Resources will include:	• Information/referrals • Facilities • Equipment/materials • Administrative support • Facilitation of meetings • Worker skills/expertise

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RANGE STATEMENT

Support will include:	• Resources managed by the organisation • Advice, information and facilitation • Individual or group supervision
Individual differences may include differences in:	• Beliefs • Values • Age • Cultural background • Physical abilities
Clear communication will be:	• Communication related to group purpose and aims • Communication that respects individual differences and abilities of group members
Reports may be:	• Verbal or written according to organisation procedures

Unit Sector(s)

Not Applicable

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CHCCD413D Work within specific communities

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work with individuals or groups in specific communities

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of	The Performance Criteria specify the level of performance required to demonstrate achievement of the

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competency.	Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define the *issues of specific communities* or groups	1.1 Identify the details of individual and group issues of the specific community through appropriate research and consultation 1.2 Identify the values and structures of the community as they impact on individuals and groups 1.3 Identify, by appropriate research and consultation, preferred means of dealing with individuals and groups from specific communities
2. Undertake relevant *work* in the *context* of specific communities or groups	2.1 Use the values, issues and structures within specific communities to define the ways of working 2.2 Identify relevant community structures and utilise to maximise outcomes for individuals and groups 2.3 Ensure work within communities is consistent with defined job role and agreed protocols 2.4 Utilise interpersonal skills which are consistent with community practices and standards
3. Evaluate work undertaken within specific communities	3.1 Undertake appropriate evaluation of work in consultation with relevant community stakeholders 3.2 Monitor work within communities to ensure reflection of relevant *values and structures* 3.3 Undertake evaluation in a manner that ensures responsiveness to community needs and issues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Composition of specific community and group structures, practices and values
- Specific communication protocols and practices
- Social, political, cultural, historical issues that affect or are relevant to specific communities and groups
- Relevant networks, people, stakeholders
- Culture and diversity
- Models of society
- Critique of socialisation theory
- Family, power
- Understanding of deviance
- Identity theories
- Specific knowledge areas may include aging, youth women, health, housing, environment, multiculturalism, family violence etc

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - consultation
  - facilitation

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REQUIRED SKILLS AND KNOWLEDGE

- research, including data collection/analysis and recording, and effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
- high level interpersonal relationship

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job using appropriate relevant materials and examples or through simulation
- The candidate must be able to demonstrate competence in working with at least one group or community over a number of assessment situations and through a number of assessment tools, including:
  - observation
  - reports from supervisors or other key people, and
  - confirmation from key community leaders

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait

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EVIDENCE GUIDE

	Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to a workplace or to an environment that accurately simulates the workplace
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work

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RANGE STATEMENT

situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Issues of specific communities may relate to:

- Cultural and linguistic diversity
- Risk of self-harm
- Mental health
- Gender
- Sexuality
- Age
- General health
- Alcohol and other drugs abuse
- Disability
- Location e.g. urban, rural and remote
- Income
- Family systems
- Religion

Work may relate to:

- Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographic areas
- Research activities
- Policy development
- Advocacy
- Referrals
- Project development and implementation
- Project design and implementation

Context of work may include:

- Social, political and economic issues impacting upon specific communities and groups
- Models of community development
- Legislative and statutory frameworks

Values and structures may include:

- Cultural preference and mores of specific groups e.g. religious/spiritual observances
- Language
- Family relationships
- Status/protocol
- Ceremonies/celebrations

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RANGE STATEMENT

- Prohibitions/taboos

Unit Sector(s)

Not Applicable

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CHCCD401D Support community participation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns

Application of the Unit

Application	This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work with individuals and the community to promote participation	1.1 Undertake work to identify key community issues to be addressed 1.2 Undertake planning to address community issues to ensure: • appropriate policies and *strategies* are developed • adequate resourcing is identified • *key people* are consulted • identified needs are addressed 1.3 Ensure processes are forward looking and proactive 1.4 Use appropriate interpersonal and networking skills to enlist support from *key people* and groups 1.5 Provide *opportunities* for community input to planning provision of services 1.6 Guarantee community input and participation in services
2. Support existing community activities	2.1 Undertake appropriate review of the relevance of existing community activities, based on changing community needs 2.2 Provide relevant support and assistance to existing community activities to obtain additional resources required for effective operation 2.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of activities 2.4 Provide appropriate support to community groups to become self managing in the implementation of plans

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Community development methods and their principles and practices
- Funding sources and their policies and strategies for encouraging community input and participation
- budget and funding allocation
- Local, state and federal strategies/legislation
- Health promotion (as per Ottawa Charter)

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work with key people or stakeholders in the community
- Demonstrate application of skills in:
  - research relating to the community
  - policy development
  - report writing, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
  - evaluating effectiveness of community based activities

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REQUIRED SKILLS AND KNOWLEDGE

- budgeting
- negotiation, liaison, networking
- marketing
- facilitation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

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EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to appropriate structures, people or organisations for assessment of ability to work with key people or stakeholders in the community
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Working with the community may	• Health promotion • Community service delivery

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RANGE STATEMENT

include activities associated with:	• Community projects • Community development • Community action • Community planning • Consultative and planning committees • Sector development structures
Opportunities for community members and groups to participate may include:	• Systems within and outside the organisation • Activities at program, operative and management levels • Formal and informal systems • Focus groups on relevant issues • Inviting community participation on organisation committees e.g. quality assurance committees, ethics committees • Through publications • Group facilitation • Peer education/training • Seminars and workshops
Key people may include:	• Advocacy groups • Policy and decision-makers in the specific community • Individuals, groups or communities most likely to be affected by strategies or action plans • Community leaders • People with formal and informal representative roles
Strategies which the worker may develop may include:	• Development of new business, employment opportunities for individuals • Establishment of advocacy groups • Health promotion activities • Development of community facilities • Strategies to increase access to facilities, services or decision-making • Providing direction, advice and information
Information and resources may	• Equipment

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RANGE STATEMENT

include:	• Staff skills and time • Provision of facilities • Educational materials • Funding • Skills/administrative support • Physical, transport, venues, material, equipment • Developmental training • Financial

Unit Sector(s)

Not Applicable

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BSBFLM312C Contribute to team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This specifies the outcomes required to by frontline managers to contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have a key role in developing efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non routine activities that require some discretion and judgement.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Contribute to team outcomes	1.1. Consult team members to identify ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** 1.2. Support team members to meet expected outcomes
2. Support team cohesion	2.1. Encourage team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility 2.2. Encourage team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** to team members to encourage, value and reward team members' efforts and contributions 2.4. Identify and address issues, concerns and problems identified by team members to ***relevant persons*** as

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ELEMENT	PERFORMANCE CRITERIA
	required
3. Participate in work team	3.1. Actively encourage and support team members to participate in team activities and communication processes and to take ***responsibility for their actions***
	3.2. Support the team to identify and resolve problems which impede its performance
	3.3. Utilise own contribution to work team to serve as a role model for others and enhance the organisation's image within the work team, the organisation and with clients/customers
4. Communicate with management	4.1. Maintain open ***communication*** with ***line manager*/*management*** at all times
	4.2. Communicate information from line manager/management to the team
	4.3. Communicate ***unresolved issues*** to line manager/management and follow-up to ensure action is taken in response to these matters

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills, including listening
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- attributes:
  - empathic
  - communicative
  - self aware
  - supportive
  - trusting

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REQUIRED SKILLS AND KNOWLEDGE
• open • flexible • accommodating • initiating • loyal • fair • adaptable
Required knowledge

Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
• organisational policies and procedures
• organisational goals, objectives and plans at both tactical and strategic levels
• organisational structure including organisational chart
• learning and development options available within and through organisation
• a general understanding of the principles and techniques of:
  • group dynamics and processes
  • motivation
  • planning
  • negotiation
• individual behaviour and difference

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrate leadership in contributing to team plans • lead and facilitate teamwork • actively communicate with management • manage communication within the team

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EVIDENCE GUIDE	
	• induct new team members • implement performance management system • handle problems
Context of and specific resources for assessment	Assessment must ensure: • that this unit can be assessed in the workplace or in a closely simulated work environment • access by the learner and trainer to appropriate documentation and resources normally used in the workplace • where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • that examples of actions taken by candidate to contribute to team effectiveness are provided

Method of assessment	A range of assessment methods should be used to assess skills and knowledge. The following examples are appropriate for this unit:
	• Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
	• Records produced from working in a team, such as:
	  • reports
	  • minutes or records of meetings
	  • work journals or diaries
	  • learning and development plans developed with team members
	  • records of actions taken to address issues raised by team members

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Legislation, codes and national standards relevant to the workplace may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
OHS considerations may include:	• provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs • training of all employees in health and safety procedures • participation in the regular update of OHS systems and procedures • changes to work practices, procedures and the working environment which impact on OHS
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• goals for individuals and the work team • expected outcomes and outputs • individual and team performance plans and Key Performance Indicators (KPIs) • action plans, business plans and operational plans linked to strategic plans • OHS responsibilities
Feedback may refer to:	• communication of ideas and thoughts which focus on specific tasks, outcomes, decisions, issues or behaviours • formal/informal gatherings between team members where there is discussion on work-related matters
Relevant persons may include:	• frontline manager's direct superior or other management representatives • colleagues • designated personnel e.g. safety officer
Responsibility for their actions	• individuals and teams • individual and joint actions

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RANGE STATEMENT	
may involve:	
Communication may include:	• verbal, written or electronic communication • face-to-face • formal/informal interaction
Line manager*/*management may refer to:	• frontline manager's direct superior or other management representatives
Unresolved issues may include:	• issues, concerns and tensions • problems related to work roles and responsibilities • grievances and complaints • any matters affecting workplace relationships and team cohesion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management services

Co-requisite units

Co-requisite units		

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SISCAQU307A Perform advanced water rescues

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and evaluate a major aquatic emergency and perform an advanced water rescue. These situations will usually involve a team response.

Application of the Unit

This unit applies to pool lifeguards in swimming pools and confined natural shallow water venues. It may also apply to those conducting water familiarisation, learn-to-swim and water safety classes in venues where a pool lifeguard is not available.

Licensing/Regulatory Information

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

Pre-Requisites

HLTFA301B Apply first aid

SISCAQU202A Perform basic water rescues

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

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ELEMENT	PERFORMANCE CRITERIA
	statement. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify and evaluate major aquatic emergencies.	1.1. Recognise ***factors which contribute to major aquatic emergencies***. 1.2. Recognise the ***signs and signals*** of the ***aquatic emergency***. 1.3. Communicate initial assessment to ***appropriate personnel*** according to ***accepted best practice principles of aquatic rescues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.4. Identify an appropriate ***emergency response*** for the situation and the people involved Promote compliance with safety rules of aquatic facility to clients.
2. Respond to the emergency.	2.1. Activate emergency systems according to organisational policies and procedures. 2.2. Implement ***strategies for group control*** according to relevant legislation and organisational policies and procedures. 2.3. Assess the ***factors*** impacting on the ***advanced water rescue*** and formulate a ***rescue plan***. 2.4. Determine ***involvement of others*** according to the nature of the emergency, relevant legislation and organisational policies and procedures. 2.5. Determine the type of rescue required and ***rescue equipment*** needed. 2.6. Identify hazards and appropriate action taken to prevent further injury to the casualty. 2.7. Perform an advanced water rescue in accordance with accepted best practice principles of aquatic rescues.
3. Assess the casualty.	3.1. Observe and assess the condition of the casualty. 3.2. Assess vital signs and symptoms of shock according to accepted first aid procedures. 3.3. Provide appropriate treatment according to accepted ***first aid techniques and standards***.
4. Organise further emergency care as required.	4.1. Make contact with emergency services as soon as possible. 4.2. Provide accurate information to emergency services

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ELEMENT	PERFORMANCE CRITERIA
	to obtain the required assistance. 4.3. Monitor casualty or arrange further treatment until emergency response team assumes responsibility.
5. Record and report the incident.	5.1. Complete required documentation according to relevant legislation and organisational policies and procedures. 5.2. Notify other personnel and statutory authorities of the incident as required.

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - assert group control
  - reassure casualties and bystanders
  - provide clear and accurate information to emergency authorities
- literacy skills to accurately complete incident documentation
- problem-solving skills to promptly assess aquatic emergencies and formulate appropriate rescue plans
- teamwork skills to:
  - organise staff and bystanders
  - delegate tasks to enable effective rescues
- ability to retrieve an object from the deepest water within the aquatic environment, no greater than 3 metres; if depth is greater than 3 metres assistance may be used, e.g. fins
- ability to complete a 25 metre swim and 25 metre tow with assisted landing in less than 1 minute and 45 seconds
- fitness and strength level to swim 200 metres in less than 6 minutes.

Required knowledge

- legislation and organisational policies and procedures that enable the safe and appropriate conduct of all activities
- factors contributing to aquatic emergencies to enable prompt and accurate assessment of emergency situations
- accepted best practice principles of aquatic rescues to enable prompt and appropriate responses to major aquatic emergencies
- signs and signals of people in difficulty to enable prompt recognition of emergency situations

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- first aid techniques and standards to enable provision of safe and effective response and treatment of casualties
- types and characteristics of water rescue equipment used in advanced water rescue to enable its safe and effective use
- roles of lifeguards and other personnel during major aquatic emergencies to enable effective emergency responses.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies the signs and signals of a person experiencing difficulties in the water and determines possible contributing factors to enable prompt assessment and formulation of a suitable rescue plan • determines appropriate rescue types and participates as part of a team in rescues in the water that involve more than one casualty • demonstrates the use of spine-boards, spinal immobilisation collars, oxygen supplemented resuscitation and oxygen therapy on sufficient occasions to demonstrate competency and consistency of performance • monitors, accurately assesses and treats casualties and communicates effectively with emergency services • accurately reports incidents and notifies other relevant personnel according to relevant legislation and organisational policies and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to an aquatic environment appropriate to the candidate's current or intended work role, such as a swimming pool or confined natural shallow water venue, to enable rescues to be demonstrated in the water • access to suitable participants to enable demonstration of advanced water rescue techniques • access to rescue and resuscitation equipment.

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Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- demonstration of the performance of safe and effective advanced water rescues of multiple casualties as part of a team
- oral or written questioning to assess knowledge of accepted best practice principles of aquatic rescues and how they apply to safe and effective conduct of rescues
- third-party reports from a supervisor detailing candidate's performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Factors which contribute to major aquatic emergencies may include:

- swimming ability
- deep water
- shallow water
- river currents
- surf
- strong wind
- risk-taking behaviour.

Signs and signals may include:

- calling for help
- vertical body position
- diagonal body position
- minimal or non-supportive leg action
- vigorous arm movements
- head tilted up and back, face turned to safety or help
- submerged.

Aquatic emergency may include:

- envenomation by aquatic animals
- sudden unconsciousness
- spinal injury

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	• drowning • heart attack • severe bleeding • epileptic seizures • severe asthma attacks.
Appropriate personnel may include:	• other rescuers • staff.
Accepted best practice principles of aquatic rescues may include:	• accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to casualty, bystanders and rescuer • The Royal Life Saving Society Australia guidelines and code of conduct policies • the culture of lifesaving • current and past good practice demonstrated by self or peers in the same or similar situation.
Relevant legislation may include:	• occupational health and safety • duty of care • working with children.
Organisational policies and procedures may include:	• occupational health and safety • use and care of lifesaving equipment • communication protocols • safety, rescue and emergency procedures • incident reporting.
Emergency response may include:	• rescue equipment required • personnel involved • group control • risk management for self and others.
Strategies for group control may include:	• removing facility users from danger • giving clear direction to other staff • dealing effectively with caregivers or friends of person in difficulty.
Factors may include:	• number of casualties • rescue equipment • number and location of other staff.
Advanced water rescue may include:	• spine-board • spinal immobilisation collar • oxygen supplemented resuscitation • oxygen therapy.
Rescue plan may include:	• self-preservation

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	• awareness of personal capabilities • available assistance • selection of rescue aids • nature of the area • priorities of rescue.
Involvement of others may include:	• bystanders • trained or untrained staff.
Rescue equipment may include:	• reaching aids • ropes • floatation aids • flippers • rescue tube • spine-board • spinal immobilisation collar • rescue board • oxygen resuscitation equipment.
First aid techniques and standards may include:	• danger, response, airway, breathing, circulation routine • Australian Resuscitation Council Standards.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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PMAOHS214B Undertake helicopter safety and escape

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	In an emergency scenario, a person traveling by helicopter to an offshore facility may have to exit the aircraft under abnormal conditions.

Application of the Unit

Application of the unit	This unit of competency is designed to improve the chance of an individual surviving a helicopter incident at sea through the application of thorough pre-flight preparation, the correct use of safety equipment, and appropriate helicopter safety techniques. This unit of competency would be applied to all persons who regularly travel by helicopter to any of the following installations or facilities: • offshore rig/installation • floating production vessel • support vessel • In an emergency the operations technician would: • escape from an inverted and/or submerged helicopter • don and successfully employ a life jacket • deploy safety and emergency equipment • deploy life rafts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for flight.	1.1. Listen to and follow pre-flight instructions from pilot or boarding controller 1.2. Undertake pre-flight preparation including wearing appropriate clothing and personal safety equipment such as immersion suits and personal floatation devices (life jacket) 1.3. Check own gear for suitability including covered footwear, long trousers, and no loose items or hats 1.4. Check the supplied safety gear is fitted and worn correctly
2. Board the helicopter	2.1. Approach helicopter as directed by the pilot or ground crew 2.2. Put on seat belt and hearing protection. 2.3. Familiarise oneself with the helicopter layout 2.4. Locate and identify all the safety equipment 2.5. Locate and identify primary and secondary exits 2.6. Listen to instructions on emergency egress from the aircraft.
3. Prepare for helicopter ditching	3.1. Facilitate a controlled and safe egress from a ditched helicopter from a knowledge of helicopter layout, including the location and operation of emergency exits and equipment 3.2. Secure personal items within the cabin prior to the evacuation to facilitate escape 3.3. Check harnesses, seat belts and life jackets to ensure that they are properly fastened and secured prior to the ditching in order

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ELEMENT	PERFORMANCE CRITERIA
	to minimise personal injury or gear failure 3.4. Adopt the required brace position in order to allow for proper positioning prior to ditching 3.5. Acknowledge and respond to information communicated by the helicopter crew advising the nature and extent of the situation.
4. Undertake evacuation from the helicopter	4.1. Identify appropriate primary and secondary escape routes in order to determine the locations through which the evacuation will be undertaken 4.2. Wait until rotors have stopped turning and all movement has ceased 4.3. Undo, in a controlled sequential manner seat belts and harnesses to facilitate exit from the helicopter 4.4. Deploy available safety equipment as instructed in order to assist the individual's sea survival after evacuation has been safely completed 4.5. Acknowledge and respond to information communicated by the helicopter crew advising the nature and extent of the situation.
5. Facilitate recovery process	5.1. Deploy position indicating devices and use appropriate signalling devices to facilitate the location of personnel by air-sea rescue group 5.2. Use emergency supplies and equipment to ensure that available supplies are maximised and are able to meet the nature and extent of the emergency 5.3. Apply appropriate helicopter/vessel rescue techniques to the recovery process.
6. Control hazards.	6.1. Identify and act upon potential hazards to minimise injury to personnel or damage to equipment 6.2. Manage use of life raft by applying a knowledge of life raft operation and requirements 6.3. Apply suitable swimming techniques (whilst wearing life jacket) in the water in order to aid movement and boarding of the deployed life raft 6.4. Rescue and recover persons in the water, minimising further potential for injury through the appropriate raft boarding and righting techniques. 6.5. Employ suitable techniques, both in the life raft and in the water, in order to delay the onset of hypothermia 6.6. Assess and treat hypothermia as required.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills
Competence includes the ability to: • correctly fit and wear required personal emergency equipment • respond instantly to pilot commands • deploy life rafts or other emergency equipment as commanded • orient oneself whilst upside down under water • remove as necessary doors or windows from the aircraft • extricate oneself from the aircraft • correctly inflate life jacket • locate and gain access to life raft where deployed • locate and link up with other survivors.
Required knowledge
The knowledge referred to in the Evidence Guide for this unit includes: • helicopter escape techniques • integral equipment functions to the level needed to act rationally and recognise and resolve problems • hazards boarding and departing from helicopters under normal and emergency situations • inverted and submerged helicopter escape techniques • life jacket operation • emergency equipment deployment techniques • life raft operation and deployment • rescue and recovery techniques • hypothermia prevention and reduction techniques (delaying and offsetting).

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment for this unit of competency will involve a

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EVIDENCE GUIDE	
	helicopter simulator. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations. Simulation should be based on actual helicopter ditchings and will include walk-throughs of the relevant competency components. Simulations may also include the use of case studies/scenarios, role plays and 3D virtual reality interactive systems. In the case of evacuation training or training for competencies practised in life threatening situations, simulation may be used for the bulk of the training. This unit of competency requires an application of the knowledge contained in the use of the aircraft's survival systems and their integral equipment, to the level needed to maintain control and recognise and resolve problems. This can be assessed through questioning and the use of what-if scenarios both on the facility (during demonstration of normal operations and walk-throughs of abnormal operations) and off the plant.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence must be demonstrated in the ability to safely get out of the helicopter following an incident at sea.
Context of and specific resources for assessment	Assessment will require access to a suitable helicopter simulator. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	It may be appropriate to assess this unit concurrently with relevant teamwork, OHS and communication units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

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Range Statement

RANGE STATEMENT	
The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This unit of competency includes all such items of equipment and unit operations which form part of the helicopter escape system. For your circumstances this may include: • helicopter simulators • beacons • life rafts • distress flares • life jackets • EPIRB.
Typical problems	Typical problems for your situation may include: • jammed or damaged survival equipment • personal injury or injury to others • trapped personnel • loose or damaged equipment • adverse weather conditions.
Procedures	Procedures may be written, verbal, computer-based or in some other form. They include: • all work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Responsible Care) and government regulations.
Health, safety and	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through

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RANGE STATEMENT	
environment (**HSE**)	State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit sector	Support/generic

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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HLTFA402C Apply advanced first aid

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the provision of advanced first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance, and provision of support to other providers

This unit builds on HLTFA301B: Apply first aid to include additional skills and use of a range of equipment

Application of the Unit

Application

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

This unit includes coverage of skills and knowledge in advanced resuscitation techniques
Competency outcomes in advanced resuscitation are to be equivalent to unit:

- HLTFA404B Apply advanced resuscitation techniques

To achieve equivalence of outcome, providers assessing HLTFA402C may refer to specific detail included in unit HLTFA404B and may choose to award both units

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite units	This unit must be assessed after successful achievement of pre-requisite: • HLTFA301B Apply first aid

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the situation	1.1 Identify, assess and minimise *hazards* that may pose a risk of injury or illness to self and others 1.2 Assess *risks* to first aider and others and determine appropriate response to ensure prompt control of situation 1.3 Ascertain and prioritise need(s) for emergency services/medical assistance and undertake triage where required

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Deploy *resources* to appropriate locations as required in line with workplace procedures
2. Manage the casualty(s)	2.1 Determine and explain the nature of *casualty's injury/condition* and relevant first aid procedures to provide comfort 2.2 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.3 Seek consent for *management* of the casualty's injury/illness from person(s) where relevant 2.4 Determine and implement welfare procedure according to casualty(s) needs 2.5 Control effects of injury and determine and apply appropriate *first aid management* to meet the needs of the casualty and situation 2.6 Assist with *self-medication* in accordance with State/Territory regulations, legislation and policies and manufacturer's/supplier's instructions and subject to casualty's regime 2.7 Monitor *casualty's condition* and respond in a timely manner in accordance with effective first aid principles 2.8 Correctly operate basic life support *equipment* where appropriate according to relevant legislation and manufacturer's/supplier's instructions 2.9 Apply safety procedures for operation of pressurised gases 2.10 Use safe manual handling techniques 2.11 Finalise *management* according to casualty's needs and first aid principles
3. Coordinate first aid activities until arrival of medical assistance	3.1 Identify available *resources* required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate 3.2 Deploy correct amount of *resources* to appropriate locations in an effective manner to ensure timely arrival of required resources

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ELEMENT	PERFORMANCE CRITERIA
	3.3 Document the provision of resources and recommend modifications as required
	3.4 Monitor the condition of casualties in accordance with first aid principles and workplace procedures
	3.5 Coordinate evacuation of casualties according to relevant evacuation procedures
	3.6 Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures
4. Communicate essential incident details	4.1 Maintain communication with relevant personnel using appropriate media and equipment
	4.2 Communicate first aid information with other providers/carers as appropriate to meet their needs and in accordance with workplace procedures
	4.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	4.4 Prepare an incident report in line with organisation requirements
	4.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
5. Evaluate the incident	5.1 Evaluate management of the incident and where required develop an action plan in consultation with relevant parties
	5.2 Participate in debriefing/evaluation in order to improve future operations and address individual's needs
	5.3 Formulate and review contingency planning to identify and select alternative management principles and procedures as required

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Working knowledge of:
  - legal responsibilities and duty of care, including confidentiality
  - basic anatomy (skeleton, muscles, joints, bones), physiology and toxicology
  - ARC Guidelines and/or State/Territory regulations, legislation and policies relating to provision of first aid
  - procedures for dealing with major and minor accidents in the workplace
  - infection control principles and procedures, including using standard precautions
  - how to gain access to and interpret material safety data sheets (MSDSs)
  - company/organisation standard operating procedures (SOPs)
  - priorities of management in first aid
  - occupational health and safety requirements in the provision of first aid.
  - capabilities of emergency management services
  - first aiders' skills and limitations
  - safe storage and handling procedures for pressurised gases
  - advanced resuscitation techniques as per *HLTFA404A Apply advanced resuscitation techniques*
- First aid management procedures in accordance with ARC Guidelines, state/territory regulations, legislation and policies and organisation requirements for conditions identified in the Range Statement and including:
  - use of AED, oxygen, bronchodilator
  - spinal care
  - management of anaphylactic shock reaction
  - use of analgesic gases
- Incident management procedures:
  - manual handling, hazardous substances, dangerous goods or chemicals
  - basic triage for a multiple casualty incident
  - safe access to the casualty

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REQUIRED SKILLS AND KNOWLEDGE

- awareness of confined spaces and dangerous places
- removal of casualty to safe area, if appropriate
- coordinate activities of other first aiders, if applicable
- First aid management procedures may also relate to emergency childbirth
- Complications and associated methods of management for conditions identified in the Range Statement
- State and territory regulatory requirements relating to currency of skill and knowledge

continued ...

Essential knowledge (*contd*):

- Social issues, especially in particular workplace or community context(s) in which first aid is to be applied, including:
  - importance of debriefing
  - need to be culturally aware, sensitive and respectful
  - confidentiality
  - own skills and limitations
- Awareness of stress management techniques and available support
- Safety procedures for the operation of pressurised gases

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Administer medication in line with State/Territory regulations, legislation and policies and any available medical/pharmaceutical instructions
- Apply advanced resuscitation techniques as per *HLTFA404A Apply advanced resuscitation techniques*
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition
- Communicate effectively and assertively and show leadership in an incident
- Comply with OHS legislation
- Conduct an initial casualty assessment
- Demonstrate the application of first aid principles
- Demonstrate:
  - adequate infection control procedures
  - consideration of the welfare of the casualty
  - safe manual handling
  - safe storage and handling procedures for pressurised gases

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REQUIRED SKILLS AND KNOWLEDGE

- Interpret and use listed documents
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Manage specific injuries/illnesses and conditions as identified in the Range Statement for this competency unit
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills
- Prepare a written incident report or provide information to enable preparation of an incident report
- Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions
- Use a range of first aid equipment as outlined in the Range Statement
- Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Competence should be demonstrated working individually and, where appropriate, as part of a first aid team • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting • Currency of first aid knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines
Method of assessment may	• Skills in performing first aid procedures are to be

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EVIDENCE GUIDE

include:	assessed through demonstration, with questioning to confirm essential knowledge • Skills may be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre • For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with ARC Guidelines
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address	• Focus on first aid management of specific types of

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RANGE STATEMENT

specific requirements may include:	injury • First aid provision under specific constraints or circumstances (eg. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
First aid management must take into account:	• Workplace policies and procedures • Industry/site specific regulations, codes etc. • OHS requirements • State and territory workplace health and safety requirements
A hazard is:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	• Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling
Risks may include:	• Risks from worksite equipment, machinery and substances • Risks from first aid equipment (oxygen cylinders, AED) • Environmental risks • Exposure to blood and other body substances • Risk of further injury to the casualty • Risks associated with the proximity of other workers and bystanders • Risks from vehicles • Fallen power lines, step and touch potential
Casualty's condition is managed for:	• Abdominal injuries • Airway obstruction • Allergic reactions • Altered and loss of consciousness • Bleeding

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RANGE STATEMENT

- Burns - thermal, chemical, friction, electrical
- Chest pain
- Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
- Near drowning
- Envenomation - snake, spider, insect and marine bites
- Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke
- Fractures
- Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
- No signs of life
- Pain relief
- Poisoning and toxic substances (including chemical contamination)
- Respiratory distress
- Shock
- Seizures
- Stroke
- Substance misuse - all drugs and alcohol, including illicit drugs

First Aid management skills must include in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements:

- Administration of analgesia
- CPR
- Infection control
- AED
- Identification and management of anaphylactic shock reaction in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements
- Oxygen administration

First aid management must account for:

- Location and nature of the workplace
- Environmental conditions eg electricity (high or low voltage), biological risks, weather, motor vehicle accidents
- Location of emergency services personnel

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RANGE STATEMENT

- Number of casualties and potential casualties
- Use and availability of first aid equipment, resources and pharmaceuticals
- Types of dangers/risks to the casualty and any others in the vicinity of the situation
- Confined spaces, subject to industry need

Medications may include in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and industry requirements:

- Oxygen
- Analgesics
- Bronchodilators
- Casualty's own medications
- Auto-injectors

Resources and equipment are used appropriate to the risk to be met and may include:

- Oxygen resuscitation/cylinders
- AED
- Thermometers
- Auto-injectors
- Back boards
- Stretchers
- Soft bag resuscitator
- First aid kit
- Casualty's medication
- Analgesic inhalers
- Analgesic gas equipment
- Resuscitation mask or barrier
- Spacer device
- Cervical collars

Information to be documented may include:

- Time
- Location
- Description of injury
- First aid management
- Fluid intake/output, including fluid loss via:
  - blood
  - vomit
  - faeces
  - urine
- Administration of medication including:

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RANGE STATEMENT

	• time • date • person administering • dose • Vital signs
Established first aid principles include:	• Checking the site for danger to self, the casualty and others and minimising the danger • Checking and maintaining the casualty's airway, breathing and circulation

Unit Sector(s)

Not Applicable

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HLTFA302B Provide first aid in remote situation

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to provide first aid to a casualty in a remote and/or isolated situation

Application of the Unit

Application	This unit is appropriate for those undertaking first aid work in remote or isolated workplace situations Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to respond to emergency in a remote situation	1.1 *Prepare for isolated travel* or work, accounting for expected contingencies 1.2 Assess casualty's condition and determine appropriate response in order to minimise hazards and determine need for medical assistance 1.3 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, transport availability and casualty's condition
2. Provide first aid in a remote situation	2.1 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort 2.2 Seek consent from casualty prior to applying first aid management 2.3 Provide first aid response to address casualty's condition and in accordance with effective first aid principles 2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.5 Monitor casualty's condition and undertake ongoing first aid procedures as required 2.6 Calmly provide information to reassure casualty during the wait for medical assistance, adopting a communication style to match the casualty's level of consciousness 2.7 Provide shelter from elements in accordance with environmental conditions 2.8 Document condition of casualty over time to

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ELEMENT	PERFORMANCE CRITERIA
	assist in on-going management
3. Work in conjunction with medical and emergency services support	3.1 Establish communication links to medical services, using relevant communication equipment to ensure prompt control action is undertaken 3.2 Request ambulance support or appropriate medical assistance according to relevant circumstances 3.3 Administer medication under direct instruction from an *authorised health worker* as required 3.4 Assist in the evacuation of the casualty by following directions given by emergency services as required
4. Evaluate the incident	4.1 Evaluate management of the incident and where required develop an action plan in consultation with relevant parties 4.2 Participate in debriefing/evaluation in order to improve future operations and address individual's needs 4.3 Formulate and review contingency planning to identify and select improved or alternative management principles and procedures as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and

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REQUIRED SKILLS AND KNOWLEDGE

manage contingencies in the context of the identified work role

This includes knowledge of:

- Awareness of stress management techniques and available support
- Infection control principles and procedures, including use of standard precautions
- Principles for evaluating management options relating to transporting casualty and/or waiting for assistance
- Principles of identifying and preparing area for safe evacuation (including aero-medical evacuation)
- Principles of preparing for providing first aid in an area remote from ready assistance, including identifying and preparing supplies to address contingencies specific to different types of situation
- Understanding of OHS principles
- Working knowledge of communication systems, equipment and methods as available in the remote situation

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Accurately listen to, clarify and apply medical instructions
- Administer medication under direct instruction from an authorised health worker and in accordance with State/Territory regulations, legislation and policies
- Communicate effectively and assertively and show leadership in an incident
- Conduct an initial casualty assessment in a remote situation
- Demonstrate:
  - adequate infection control procedures, including standard precautions
  - identification and preparation of area for safe evacuation (including aero-medical evacuation)
  - safe manual handling
- Evaluate available options for transporting or maintaining condition of casualty
- Improvise treatment and associated resources
- Interpret and use listed documents
- Make prompt and appropriate decisions relating to managing an incident in a remote situation
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge
- Prepare a written incident report or provide information to enable preparation of an

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REQUIRED SKILLS AND KNOWLEDGE

incident report
- Transport casualty safely using available methods
- Undertake contingency planning in relation to providing a first aid response in a remote situation
- Use available communication methods and equipment to access medical assistance
- Use available resources effectively to manage pain
- Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:
- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, Australian Resuscitation Council and industry guidelines
- Assessment should utilise aspects of actual or simulated remote situation relevant to work or community context

Method of assessment may include:
- Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge
- Skills may be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre

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EVIDENCE GUIDE

Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
Related unit:	This unit should be assessed either after or in conjunction with achievement of the following related competency unit: • HLTFA301C Apply first aid

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:	• Focus on first aid management of specific types of injury • First aid provision under specific constraints or

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RANGE STATEMENT

	circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Preparation for isolated/remote travel may include:	• Selection of relevant communication equipment • Accessing relevant first aid supplies and resources to cater for environmental conditions • Considering access/egress opportunities • Notifying relevant authorities of travel plans
In remote/isolated situations consideration to travel or wait would depend upon:	• Severity of injury • Time required for medical assistance to arrive • Whether movement might hinder rescue • Advice given by authorised health worker • Whether contact with medical and/or emergency services has been achieved

Documentation, especially in remote/isolated situations may include recording:	• Time
	• Location
	• Description of injury
	• First aid management
	• Fluid/oral intake/output, including fluid loss via:
	  • blood
	  • vomit
	  • faeces
	  • urine
	• Administration of medication including time, date, person administering, dose
	• Vital signs

Authorised health worker may include:	• Paramedic/ambulance officer • General practitioner • Nurse practitioner

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Unit Sector(s)

Not Applicable

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TAEASS403B Participate in assessment validation

Modification History

Version	Comments
TAEASS403B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.

Application of the Unit

This unit typically applies to those participating in assessment validation. It does not address leading the validation process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Prepare for validation	1.1 Discuss and confirm the approach to validation according to defined purposes, context, and relevant ***assessment system policies and procedures***
	1.2 Analyse relevant ***benchmarks for assessment*** and agree on the evidence needed to demonstrate competence
	1.3 Arrange ***materials*** for ***validation activities***
2. Contribute to validation process	2.1 Demonstrate active ***participation*** in validation sessions and activities using appropriate communication skills
	2.2 Participate in validation sessions and activities by applying the principles of assessment and rules of evidence
	2.3 Check all documents used in the validation process for accuracy and version control
3. Contribute to validation outcomes	3.1 Collectively discuss validation findings to support improvements in the quality of assessment
	3.2 Discuss, agree and record recommendations to improve assessment practice
	3.3 Implement changes to own assessment practice, arising from validation

Required Skills and Knowledge

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

Required skills

- planning skills to participate in validation activities within agreed timeframes
- problem-solving skills to identify information that is inconsistent, ambiguous or contradictory
- evaluation skills to:
  - determine evidence requirements from competency standards
  - review assessment process, tools and methods
  - review collected evidence
- communication skills to share information in validation meetings.

Required knowledge

- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competence, including:
  - criterion-referenced assessment as distinct from norm-referenced assessment

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  - various reasons for carrying out validation and the different approaches to validation that may be appropriate before, during and after assessment
  - critical aspects of validation, including validation of assessment processes, methods and products
  - relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment
  - legal and ethical requirements of assessors, particularly in relation to validation activities
- principles of assessment
- rules of evidence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • actively participate in a minimum of two validation sessions or meetings which, in combination, address the critical aspects of validation using different validation approaches and activities • clearly explain purposes of validation and the legal and ethical responsibilities of assessors • collate documentation relating to validation process in a logical manner • demonstrate communication and liaison with relevant people • provide feedback and interpret documentation in validation sessions • record contribution to validation findings.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • assessment reports and records • other documentation relevant to validation.
Method of assessment	
Guidance information	

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for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, and data and information management • recognition of current competency, recognition of prior learning and credit arrangements • assessment reporting procedures • assessment appeals • candidate grievances and complaints • validation • evaluation and internal audit • costs and resourcing • access and equity, and reasonable adjustment • partnership arrangements • links with human resource or industrial relations system • links with overall quality management system.
Benchmarks for assessment:	• refers to criterion against which the candidate is assessed • may be one or more units of competency or assessment criteria of course curricula.
Materials may include:	• assessment tools • samples of collected evidence • documentation outlining the basis of assessment decisions • reports and records of assessment decisions • samples of benchmarks of appropriate evidence • Assessment Guidelines of the relevant training packages • information from the evidence guide of the relevant units of competency.

Validation activities may include:	• analysing and reviewing:
	  • assessment tools
	  • collected evidence
	  • assessment decisions and records of assessment outcomes

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	• other aspects of assessment policies, processes and outcomes • recording evidence of validation processes and outcomes.
Participation may include comparison and evaluation of:	• assessment practices • assessment plans • interpretation of units of competency • assessment methods and instruments • assessment decisions • collected evidence.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS402B Assess competence

Modification History

Version	Comments
TAEASS402B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

Application of the Unit

This unit typically applies to assessors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Prepare for assessment	1.1 Interpret ***assessment plan*** and confirm organisational, legal and ethical requirements for conducting assessment with relevant people 1.2 Access and interpret relevant ***benchmarks for assessment*** and nominated ***assessment tools*** to confirm the requirements for evidence to be collected 1.3 Arrange identified material and physical resource requirements according to assessment system policies and procedures 1.4 Organise ***specialist support*** required for assessment 1.5 Explain, discuss and agree details of the assessment plan with candidate
2. Gather quality evidence	2.1 Use agreed ***assessment methods*** and instruments to gather, organise and document evidence in a format suitable for determining competence 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence 2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel 2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
3. Support the candidate	3.1 Guide candidates in gathering their own evidence to support recognition of prior learning (RPL) 3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to ***individual differences*** and enables two-way ***feedback*** 3.3 Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics 3.4 Access required specialist support in accordance with the assessment plan 3.5 Address any OHS risk to person or equipment immediately
4. Make the assessment decision	4.1 Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence 4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence 4.3 Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan 4.4 Provide clear and constructive feedback to candidate regarding

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	the assessment decision and develop any follow-up action plan required
5. Record and report the assessment decision	5.1 Record assessment outcomes promptly and accurately 5.2 Complete and process an assessment report according to agreed assessment procedures 5.3 Inform other relevant parties of the assessment decision according to confidentiality conventions
6. Review the assessment process	6.1 Review the assessment process in ***consultation*** with relevant people to improve own future practice 6.2 Document and record the review according to relevant assessment system policies and procedures

Required Skills and Knowledge

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

Required skills

- analysis and interpretation skills to:
  - break down competency standards
  - interpret assessment tools and other assessment information, including those used in RPL
  - identify candidate needs
  - make judgements based on assessment of available evidence
- observation skills to:
  - recognise candidate's prior learning
  - determine candidate's performance
  - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - access RPL policies and procedures
  - evaluate evidence
  - evaluate assessment process
- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
- decision-making skills to:
  - recognise a candidate's prior learning

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    - make a decision on a candidate's competence
- literacy skills to:
    - read and interpret relevant information to conduct assessment
    - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
    - explain the assessment, including RPL process
    - give clear and precise instructions
    - ask effective questions
    - provide clarification
    - discuss process with other relevant people
    - give appropriate feedback
    - discuss assessment outcome
    - use language appropriate to candidate and assessment environment
    - establish a working relationship with candidate.

Required knowledge

- competency-based assessment, including:
    - vocational education and training as a competency-based system
    - criterion-referenced assessment as distinct from norm-referenced assessment
    - competency standards as the basis of qualifications
    - structure and application of competency standards
    - principles of assessment and how they are applied
    - rules of evidence and how they are applied
    - range of assessment purposes and assessment contexts, including RPL
    - different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
    - reasonable adjustments and when they are applicable
    - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
    - potential barriers and processes relating to assessment tools and methods
    - assessment system, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
    - copyright and privacy laws in terms of electronic technology
    - security of information

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  - plagiarism
  - training packages and competency standards
  - licensing requirements
  - industry and workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use and maintenance of relevant equipment
  - sources of OHS information.
-

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan
	• assess at least one candidate for RPL
	• consider reasonable adjustment and the reasons for decisions in at least one assessment
	• cover an entire unit of competency and show:
	  • the application of different assessment methods and instruments involving a range of assessment activities and events
	  • two-way communication and feedback
	  • how judgement was exercised in making the assessment decision
	  • how and when assessment outcomes were recorded and reported

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	• assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements • how the assessment process was reviewed.
Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assessment plan may include:	• overall planning, describing:
	  • what is to be assessed
	  • when assessment is to take place
	  • where assessment is to take place
	  • how assessment is to take place.

Benchmarks for assessment:	• refer to a criterion against which the candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.

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Specialist support may include:	• assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels • support from lead assessors • advice from policy development experts.

Assessment methods include:	• particular techniques used to gather different types of evidence, such as:
	  • direct observation
	  • structured activities
	  • oral or written questioning
	  • portfolios of evidence
	  • review of products
	  • third-party feedback.

Individual differences may include:	• English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
Feedback may include:	• ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and

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	presentation.
Consultation may involve:	• moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS301B Contribute to assessment

Modification History

Version	Comments
TAEASS301B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.

Application of the Unit

This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

This unit is performed under the following conditions:

- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency .	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Clarify role and responsibilities in the assessment process	1.1 Discuss and confirm ***purpose of assessment*** with ***relevant people***
	1.2 Discuss and confirm ***benchmarks for assessment*** with qualified assessor
	1.3 Access, read and clarify ***assessment plan*** with qualified assessor
	1.4 Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm relevant ***assessment system policies and procedures;*** organisational, legal and ethical requirements; and other relevant advice on assessment
	2.2 Clarify nominated ***assessment tools*** and methods for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear
	2.3 Discuss and confirm with relevant people ***assessment context,*** including candidate's characteristics and any need for ***reasonable adjustments***
	2.4 Confirm and arrange ***resource requirements*** in consultation with relevant people
3. Collect evidence in accordance with the assessment plan	3.1 Explain assessment process to candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to qualified assessor prior to undertaking assessment activities
	3.2 Use ***assessment instruments*** to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements
4. Record and report findings	4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures

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	4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment and whether evidence collected meets the rules of evidence 4.3 Document areas for improvement in collecting evidence, for future assessment activities

Required Skills and Knowledge

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

Required skills

- observation skills to observe candidate performance
- cognitive and interpretation skills to ensure collection of valid and reliable evidence
- organisational skills to collect evidence
- time-management skills to schedule assessment events and activities
- literacy skills to:
  - read and interpret relevant information
  - prepare required documentation and collate evidence in required format
- communication skills to:
  - discuss evidence-gathering processes with practitioners and candidates
  - provide constructive and supportive feedback
  - ask appropriate questions to clarify and confirm instructions for evidence gathering
  - provide clear and concrete options and advice.

Required knowledge

- competency-based assessment, including:
  - criterion referenced
  - competency standards as the benchmarks for assessment
  - competency-based reporting
- principles of assessment
- rules of quality evidence
- different purposes of assessment
- diversity of assessment contexts
- evidence, including different types of evidence
- evidence-gathering methods – what are assessment methods and different types of methods
- purpose and features of assessment tools and assessment plans
- potential barriers and processes relating to evidence-gathering procedures and assessment processes
- organisational assessment system policies and procedures relevant to this unit of competency

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- technical or subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
  - hazard identification and risk control measures
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use of relevant equipment
  - sources of OHS information
  - role of key workplace personnel
  - responsibilities of learners.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • carry out a minimum of three evidence-gathering activities, with different candidates for each activity • present documentation of the evidence in a clear and concise manner • present documented feedback from others involved in the assessment.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose of assessment may be:	• recognise current existing competency of candidates • determine if competency has been achieved following learning • establish candidate progress towards achievement of competence • determine language, literacy and numeracy needs of candidate • certify competence through a Statement of Attainment • establish progress towards a qualification • determine training gaps of candidate • measure work performance • classify employee and support career progression • meet organisational requirements for work, such as operating equipment or developing new skills • satisfy licensing or regulatory requirements.
Relevant people must include:	• qualified assessors • candidates.
Benchmarks for assessment:	• refer to criteria against which candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment plan must include:	• purpose and aims of assessment • context of assessment • relevant benchmarks for assessment • other assessment information and documentation identified as relevant.
Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, data management and information management • recognition of current competency, recognition of prior learning and credit arrangements.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance

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	(i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Assessment context may include:	• environment in which assessment will be carried out • relationship between units of competency and candidate's workplace • time period over which assessment takes place.

Reasonable adjustments may include:	• taking into account candidate's language, literacy and numeracy requirements
	• providing personal support services, such as arranging for:
	  • member of the community to accompany the candidate
	  • reader
	  • interpreter
	  • attendant carer
	  • scribe
	• using adaptive technology or special equipment
	• providing flexible assessment sessions to allow for such things as fatigue or administering of medication
	• format of assessment materials, such as:
	  • in Braille
	  • in first language
	  • use of audiotape or videotape
	• making adjustments to the physical environment
	• revising proposed assessment methods and instruments
	• considering age and gender
	• considering cultural beliefs, traditional practices and religious observances.

Resource requirements may include:	• resources specific to evidence-gathering activities • access to assessors • access to policy and procedures • access to subject and technical experts • OHS requirements • plant, equipment and technology.

Assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including:
	  • profiles of acceptable performance measures
	  • templates and proformas
	  • specific questions or activities
	  • evidence and observation checklists
	  • checklists for the evaluation of work samples

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	• recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS401B Plan assessment activities and processes

Modification History

Version	Comments
TAEASS301B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL.

The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text*

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	*is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Determine assessment approach	1.1 Identify candidate and confirm ***purposes and context of assessment/RPL*** with relevant people according to l***egal, organisational and ethical requirements***
	1.2 Identify and access ***benchmarks for assessment/RPL*** and any specific assessment guidelines
2. Prepare the assessment plan	2.1 Determine evidence and ***types of evidence*** needed to demonstrate competence, according to the ***rules of evidence***
	2.2 Select ***assessment methods*** which will support the collection of defined evidence, taking into account the context in which the assessment will take place
	2.3 Document all aspects of the ***assessment plan*** and confirm with relevant personnel
3. Develop assessment instruments	3.1 Develop ***simple assessment instruments*** to meet target group needs
	3.2 Analyse ***available assessment instruments*** for their suitability for use and modify as required
	3.3 ***Map assessment*** instruments against unit or course requirements
	3.4 Write clear instructions for candidate about the use of the instruments
	3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes

Required Skills and Knowledge

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

Required skills

- cognitive interpretation skills to:
  - interpret competency standards and other assessment documentation, including material

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relating to reasonable adjustment
    - identify opportunities for integrated competency assessment
    - contextualise competency standards to the operating assessment environment, including RPL
    - consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
    - obtain competency standards, assessment tools and other relevant assessment resources
    - research candidate characteristics and any reasonable adjustment needs
    - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
    - demonstrate sensitivity to access and equity considerations and candidate diversity
    - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes.
- **Required knowledge**
- ethical and legal requirements of an assessor
- competency-based assessment, including:
    - work focused
    - criterion referenced
    - standards based
    - evidence based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process
- purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL
- rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment instruments and their purpose; different types of instruments; relevance of different instruments for specific evidence-gathering opportunities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Evidence of the ability to:
	• plan and organise the assessment process on a minimum of two occasions
	• collect evidence that demonstrates:
	  • documented assessment plans
	  • having covered a range of assessment events
	  • catering for a number of candidates
	  • different competency standards or accredited curricula
	  • an RPL assessment
	  • contextualisation of competency standards and the selected assessment tools, where required
	  • incorporation of reasonable adjustment strategies
	  • development of simple assessment instruments for use in the process
	  • organisational arrangements.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Purposes of assessment/ RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.

Context of assessment/ RPL may include:	• environment in which the assessment/RPL will be carried out, including real or simulated workplace
	• opportunities for collecting evidence in a number of situations
	• relationships between competency standards and:
	  • evidence to support RPL
	  • work activities in the candidate's workplace
	  • learning activities
	• who carries out the assessment/RPL.

Organisational, legal and ethical requirements may include:	• assessment system policies and procedures
	• assessment strategy requirements
	• reporting, recording and retrieval systems for assessment, including RPL
	• quality assurance systems
	• business and performance plans
	• access and equity policies and procedures
	• collaborative and partnership arrangements
	• defined resource parameters
	• mutual recognition arrangements
	• industrial relations systems and processes, awards, and enterprise agreements
	• Australian Quality Training Framework
	• registration scope
	• human resources policies and procedures
	• legal requirements, including:
	  • anti-discrimination
	  • equal employment opportunity
	  • job role, responsibilities and conditions
	• relevant industry codes of practice
	• confidentiality and privacy requirements
	• OHS considerations, including:
	  • ensuring OHS requirements are adhered to during the

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	assessment process • identifying and reporting OHS hazards and concerns to relevant personnel.
Benchmarks for assessment/RPL may include:	• criterion against which the candidate is assessed or prior learning recognised, which may be: • competency standard/unit of competency • assessment criteria of course curricula • performance specifications of an enterprise or industry • product specifications.
Types of evidence may include:	• direct • indirect • supplementary.
Rules of evidence ensure that evidence collected is:	• valid • sufficient • authentic • current.
Assessment methods are the particular techniques used to gather evidence and may include:	• direct observation, for example: • real work/real time activities at the workplace • work activities in a simulated workplace environment • structured activities, for example: • simulation exercises and role-plays • projects • presentations • activity sheets • questioning, for example: • written questions, e.g. on a computer • interviews • self-assessment • verbal questioning • questionnaires • oral or written examinations (applicable at higher AQF levels) • portfolios of evidence, for example: • collection of work samples compiled by candidate • product with supporting documentation • historical evidence • journal or log book • information about life experience • review of products, for example: • testimonials and reports from employers and supervisors

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	• evidence of training • authenticated prior achievements • interview with employer, supervisor, or peer.
Assessment plan may include:	• overall planning document describing: • what is to be assessed • when assessment is to take place • where assessment is to take place • how assessment is to take place.
Simple assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including: • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
Available assessment instruments may include:	• commercially available instruments • those created by others inside the registered training organisation.
Map assessment means:	• showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information,

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ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- verbaland non-verbal communication techniques, such as:
  - asking relevant and appropriate questions
  - providing explanations
  - demonstrating
  - using listening skills
  - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct prestart-up checks if required
  - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning

- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

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REQUIRED SKILLS AND KNOWLEDGE
procedures • risk controls for the specific learning environment

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

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RANGE STATEMENT	
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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HLTFA404B Apply advanced resuscitation techniques

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the provision of advanced first aid resuscitation techniques, life support, and management of casualty(s), until the arrival of medical or other assistance, and provision of support to other providers

Application of the Unit

Application

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite units

This unit must be assessed after successful achievement of one of the following related units:

- HLTFA301C Apply first aid

or

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- HLTCPR201B Perform CPR
  or
- HLTFA201B Provide emergency life support

In general it is recommended that people using advanced resuscitation techniques have completed *HLTFA301C Apply first aid*

However, it is recognised that some employers require staff to be able to apply advanced resuscitation techniques without requiring this first aid competency

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare resuscitation equipment ready for use	1.1 Undertake pre-use check of resuscitation equipment in accordance with organisation procedures, manufacturer's instructions, industry standards and regulatory requirements 1.2 Diagnose minor equipment faults and rectify within the scope of organisation procedures and manufacturer's instructions 1.3 Identify and deal with major faults and defects in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
2. Apply bag and mask resuscitation technique	2.1 Assemble the bag valve mask resuscitation device 2.2 Use the bag valve mask device in the delivery of CPR 2.3 Select and use an oropharyngeal airway to maintain a casualty's airway 2.4 Rectify issues preventing adequate treatment as they arise
3. Attach and operate an AED	3.1 Prepare the casualty in accordance with manufacturer's requirements and ARC Guidelines. 3.2 Attach the *AED* and operate *in accordance with organisation procedures, manufacturer's guidelines, ARC guidelines and state legislation* 3.3 Coordinate the operation of the *AED* with the resuscitation team to minimise interruption to CPR efforts
4. Administer oxygen	4.1 Apply the medical and safety precautions associated with storing, handling and administering oxygen 4.2 Select and operate oxygen masks and cannulae in delivery of oxygen therapy 4.3 Provide oxygen to a bag valve mask device 4.4 Provide supplemental oxygen to a breathing casualty
5. Operate suction equipment	5.1 Apply medical and safety precautions associated with the provision of manual and oxygen powered suction devices 5.2 Select and operate suction catheters and devices 5.3 Provide suction during the application of advanced resuscitation techniques

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ELEMENT	PERFORMANCE CRITERIA
6. Restore and maintain equipment ready for future use	6.1 Clean, discard, disinfect, replenish and recharge *equipment* in accordance with organisation procedures and manufacturer's instructions 6.2 Diagnose and rectify minor faults within the scope of organisation procedures and manufacturer's instructions 6.3 Identify and deal with major faults and defects in accordance with organisation procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- First aid management procedures in accordance with ARC Guidelines, State/Territory regulations, legislation and policies and organisation requirements for equipment and conditions identified in the Range Statement and including:
  - use of bag valve mask device, AED, oxygen therapy equipment, manual and oxygen powered suction, and oropharyngeal airways
  - sudden cardiac arrest
  - collapse, unconsciousness
  - shock
  - airway management including foreign body airway obstruction
  - hypoxia
- Complications and associated methods of management for conditions identified in the Range Statement
- Incident management procedures:
  - manual handling, hazardous substances, dangerous goods or chemicals

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REQUIRED SKILLS AND KNOWLEDGE

- safe access to the casualty
- awareness of confined spaces and dangerous places
- removal of casualty to safe area, if appropriate
- coordinate activities of other first aiders, if applicable

- State and territory regulations, or organisation policy requirements relating to currency of skill and knowledge
- Social issues, especially in particular workplace or community context(s) in which first aid is to be applied, including:
  - importance of debriefing
  - need to be culturally aware, sensitive and respectful
  - confidentiality
  - own skills and limitations
  - awareness of stress management techniques and available support

continued ...

Essential knowledge (*contd*):

- Working knowledge of:
  - ARC Guidelines and/or State/Territory regulations, legislation and policies relating to provision of first aid
  - basic anatomy (skeleton, muscles, joints, bones), physiology and toxicology as it relates to the provision of advanced first aid resuscitation, including:
    - relevant organs of the cardio pulmonary system and their operation
    - basic electrical activity associated with normal and abnormal heart rhythm
  - benefits of providing oxygen to a casualty and of providing suction during the application of advanced resuscitation techniques
  - capabilities of emergency management services
  - chain of survival, including:
    - purpose of bystander CPR
    - aim and function of advanced resuscitation techniques in the chain of survival
  - company/organisation standard operating procedures (SOPs)
  - first aiders' skills and limitations
  - how to gain access to and interpret material safety data sheets (MSDSs)
  - infection control principles and procedures, including using standard precautions
  - legal responsibilities and duty of care, including confidentiality
  - occupational health and safety requirements in the provision of first aid.
  - priorities of management in first aid
  - procedures for dealing with major and minor accidents in the workplace
  - safe storage and handling procedures for pressurised gases, oxygen and battery

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REQUIRED SKILLS AND KNOWLEDGE

operated equipment

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Administer oxygen in line with state/territory regulations, legislation and policies and any available medical/pharmaceutical instructions
- Apply appropriate resuscitation techniques, including use of:
  - oxygen in resuscitation and oxygen therapy
  - bag valve mask resuscitation device
  - AED
  - mechanical and oxygen powered suction devices
  - oropharyngeal airways
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition
- Communicate effectively and assertively and show leadership in an incident
- Comply with OHS legislation
- Conduct an initial casualty assessment
- Demonstrate the application of first aid principles
- Demonstrate:
  - assembly of the bag valve mask resuscitation device
  - effective use of the bag valve mask device on a manikin
  - selection and use of an oropharyngeal airway
  - correct selection and operation of oxygen masks and cannulae
  - provision of oxygen to a bag valve mask device
  - provision of supplemental oxygen to a breathing patient
  - correct selection and operation of suction catheters and devices
  - safe manual handling
  - adequate infection control procedures
  - consideration of the welfare of the casualty
  - safe storage and handling procedures for pressurised gases and battery operated equipment
- Incorporate the use of all equipment into effective treatment of illness/injuries specified in the Range Statement
- Interpret and use listed documents
- Make prompt and appropriate decisions relating to managing an incident in the

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REQUIRED SKILLS AND KNOWLEDGE

workplace

- Manage specific injuries/illnesses and conditions as identified in the Range Statement for this competency unit

continued ...

Essential skills (*contd*):

- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills
- Prepare a written incident report or provide information to enable preparation of an incident report
- Use literacy and numeracy skills as required to read, interpret and apply instructions, guidelines and protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines

Method of assessment may

- Skills in performing advanced resuscitation procedures are to be assessed through demonstration,

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EVIDENCE GUIDE

include:	with questioning to confirm essential knowledge • Skills are to be assessed through simulations, using anatomical models, manikins or in a high fidelity simulation centre • For assessment purposes, demonstration of skills in CPR procedures require using a model of the human body (resuscitation manikin) in line with ARC Guidelines
Access and equity considerations:	• All participants undertaking this unit should be aware of access and equity issues in relation to their own area of work or involvement • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may	• Focus on first aid management of specific types of injury

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RANGE STATEMENT

include:	• First aid provision under specific constraints or circumstances (eg. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
First aid management must take into account:	• Workplace policies and procedures • Industry/site specific regulations, codes etc. • OHS requirements • State and territory workplace health and safety requirements
A hazard is:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
An AED is:	• Automatic External Defibrillator • Semi-automatic External Defibrillator
Hazards may include:	• Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling
Risks may include:	• Risks from worksite equipment, machinery and substances • Risks from first aid equipment (oxygen cylinders, AED) • Environmental risks • Exposure to blood and other body substances • Risk of further injury to the casualty • Risks associated with the proximity of other workers and bystanders • Risks from vehicles • Fallen power lines, step and touch potential
Casualty's condition is managed for:	• Sudden cardiac arrest • Collapse/unconsciousness

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RANGE STATEMENT

	• Foreign body airway obstruction • No signs of life • Respiratory distress • Shock • Hypoxia
First aid management skills must include in accordance with ARC Guidelines, state/territory regulations, legislation and policies and industry requirements:	• CPR • Infection control • AED • Oxygen administration
First aid management must account for:	• Location and nature of the workplace • Environmental conditions e.g. electricity (high or low voltage), biological risks, weather, motor vehicle accidents • Location of emergency services personnel • Number of casualties and potential casualties • Use and availability of first aid equipment, resources and pharmaceuticals • Types of dangers/risks to the casualty and any others in the vicinity of the situation • Confined spaces, subject to industry need
Resources and equipment are used appropriate to the risk to be met and may include:	• Oxygen therapy equipment (e.g. masks, cannulae and tubing) and cylinders • Bag valve mask resuscitation device • AED • First aid kit • Resuscitation mask or barrier device • Mechanical and oxygen powered suction device • Oropharyngeal airway • Gloves • Razor • Shears • Cleaning wipes or towels

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RANGE STATEMENT

Information to be documented may include:	• Time
	• Location
	• Description of condition of patient
	• First aid management
	• Administration of medication including:
	  • time
	  • date
	  • person administering
	  • dose
	• Number of electrical shocks attempted
	• Vital signs

Established first aid principles include:	• Checking the site for danger to self, the casualty and others and minimising the danger • Checking and maintaining the casualty's airway, breathing and circulation

Unit Sector(s)

Not Applicable

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FPIFGM3205A Fall trees manually (advanced)

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit specifies the outcomes required to assess, plan and safely carry out advanced tree falling operations. This unit is intended for use in situations where the production of timber is not the primary focus of the activity. Compliance with licensing, legislative, regulatory or certification requirements may be required in various jurisdictions

This unit replaces FPIFGM112A Fall trees manually - advanced (non-commercial/non-production)

Application of the Unit

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a forest environment and involves application of skills and knowledge at a tradesperson level. These skills and knowledge are to be used within the scope of the person's job and authority

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency	**Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide**

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare and maintain falling equipment	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational*** requirements relevant to ***falling trees*** are identified and complied with
	1.2 Site ***environmental protection measures*** are adhered to in accordance with relevant legislation and regulations
	1.3 ***Work plan*** is reviewed and checked as required
	1.4 ***Tools and equipment*** are selected appropriate to work requirements and checked for operational effectiveness in accordance with manufacturer's recommendations
	1.5 Blunt or damaged chainsaw is detected, rectified and reported in accordance with workplace procedures
	1.6 Operational effectiveness of chainsaw is monitored to ***maintain*** falling safety and productivity
	1.7 ***Communication*** with others is established and maintained in accordance with OHS requirements
2 Assess conditions and surroundings	2.1 Site environmental concerns are identified and complied with in accordance with relevant national, state, and local legislation or regulations
	2.2 ***Environmental conditions*** are identified and assessed in accordance with work plan requirements
	2.3 Awareness of environmental conditions and other personnel activity in the work area is maintained and falling activity modified

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ELEMENT	PERFORMANCE CRITERIA
	2.4 General factors affecting falling requirements are assessed and specific forest or site risks and hazards identified and controlled
3 Assess tree and plan falling	3.1 General falling direction and working face are planned to minimise danger and damage to self, others and the environment
	3.2 Tree falling sequence for individual trees is assessed and progressively planned
	3.3 Tree to be felled is located and growth is cleared to enable a ***visual assessment*** of falling characteristics
	3.4 Required falling direction and degree of allowable error is assessed and checked
	3.5 Sequence of cuts to fall tree is planned in accordance with standard falling procedures
	3.6 Suitable ***escape route*** is selected and cleared of growth and other obstacles in accordance with environmental care principles and statutory requirements
	3.7 Personal ***limitations*** in safely falling trees with own skills are assessed and ***assistance*** sought from appropriate personnel
4 Fall tree	4.1 All work is conducted using established safe operating practices and in accordance with site procedures
	4.2 Location and activity of other personnel in the work area is noted and monitored
	4.3 Cutting techniques used are appropriate for advanced tree falling operations
	4.4 Unexpected characteristics of tree and other problems are assessed, assistance sought and planning reviewed
	4.5 Planned escape route is used when tree starts to fall and the fall and movement of tree on ground is monitored until stability is determined
	4.6 Chainsaw is monitored for operational effectiveness and any faults, malfunctions or problems are reported in accordance with site procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this

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unit

Required skills include:

- comply with legislation, regulations, standards, codes of practice and established safe practices and procedures relating to advanced tree falling operations
- use and maintain relevant tools, machinery and equipment including chainsaws
- identify problems and equipment faults and demonstrate appropriate response procedures
- use appropriate communication and interpersonal techniques and methods with colleagues and others
- accurately record and report workplace information, and maintain documentation
- use hand signals with other operators to maintain effective and safe tree falling
- recognise own limitations in assessing conditions and trees for falling
- contribute to a tree assessment and plan and fall trees within the range of variables for trees and conditions including techniques for control of falling direction consistent with this range
- recognise common diseases, pests and nutrition deficiencies
- calculate slopes and weights in the metric system

Required knowledge and understanding includes:

- applicable Commonwealth, State or Territory licensing, legislative, regulatory or certification requirements and codes of practice relevant to advanced tree falling operations
- organisational and site standards, requirements, policies and procedures relating to advanced tree falling operations
- principles of cultural diversity and access and equity
- environmental protection requirements, including the safe disposal of waste material
- established communication channels and protocols
- problem identification and resolution
- types of tools and equipment and procedures for their safe use, operation and maintenance
- identification and evaluation of structural defects in trees
- types and purposes of a range of cuts to fall trees
- hazards of operating a chainsaw and falling trees
- operational principles and limitations of a chainsaw
- procedures for the recording, reporting and

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maintenance of workplace records and information
- appropriate mathematical procedures for estimation and measurement

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace
Performance Level 1 - at this level, the candidate is required to undertake tasks effectively
Performance Level 2 - at this level, the candidate is required to manage tasks
Performance Level 3 - at this level, the candidate is required to use concepts for evaluating and reshaping tasks

Key Competency	**Example of Application**	**Performance Level**
How are ideas and information communicated?	By communicating in simple language to confirm work requirements, convey information to colleagues, and report outcomes relating to falling trees	2
How can information be collected, analysed and organised?	By collecting, organising and understanding information required to plan and undertake tree falling	2
How are activities planned and organised?	By organising and conducting tree falling activities in the correct sequence to complete within the designated timeframes	2
How is team work used?	By using effective communication and interpersonal techniques with colleagues and others to maximise confidence, satisfaction and productivity during tree falling operations	2
How are mathematical ideas and techniques used?	By calculating slopes, wind speed and direction time to complete tasks	2
How are problem solving skills applied?	By establishing safe and effective tree falling procedures and processes which anticipate likely problems to avoid wastage and downtime	2
How is the use of	By accessing and locating applicable legislative, regulatory and	2

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technology applied?	environmental guidelines relevant to tree falling operations	

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, **Required Skills and Knowledge**, **the Range Statement and the Assessment Guidelines for this Training Package**

Overview of assessment

- A person who demonstrates competency in this unit must be able to provide evidence that they can safely and efficiently assess, plan and conduct advanced tree falling operations in accordance with environmental and organisational requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Comply with applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS, environmental and organisational policies and procedures, relevant to advanced tree falling operations
- Comply with applicable licensing or certification requirements
- Communicate effectively and work safely with others including maintaining an awareness of other personnel activity in the work area
- Contribute to a tree assessment, plan and undertake advanced tree falling within the range of variables for trees and conditions
- Visually assess trees and determine falling characteristics
- Determine and plan falling sequence for individual trees
- Select and maintain appropriate tools and equipment and recognise faults, problems or malfunctions
- Safely operate and maintain a chainsaw

Context of and specific resources for assessment

- Competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements

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EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, **Required Skills and Knowledge**, **the Range Statement and the Assessment Guidelines for this Training Package**

- The following resources should be made available:
  - workplace location or simulated workplace
  - materials and equipment relevant to advanced tree falling operations
  - specifications and work instructions

Method of assessment

- Assessment must satisfy the endorsed Assessment Guidelines of the FPI05 Training Package
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

OHS requirements are to be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may include:	• the use of personal protective equipment and clothing • safety equipment • first aid equipment • fire fighting equipment • hazard and risk control • elimination of hazardous materials and substances • safe forest practices including required actions relating to forest fire • manual handling including shifting, lifting and carrying
Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include:	• award and enterprise agreements • industrial relations • Australian Standards • confidentiality and privacy • OHS • the environment • equal opportunity • anti-discrimination • relevant industry codes of practice • duty of care • heritage and traditional land owner issues
Organisational requirements	• may include legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)
Falling	• may require the use of multiple back-cuts and/or boring techniques and will be undertaken in all conditions for which it is safe including slopes up to the maximum allowed by relevant regulations
Trees	• selected for falling include those of any size and condition that are determined can be safely fallen
Environmental protection	• may include noise, ground growth, canopy, general

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

measures	forest lean, wind speed and direction, fallen trees, density of trees, ground slope, soil and water protection, ground hazards, obstacles. Measures may also include contingencies for modifying operations during wet or other adverse weather conditions
Work plan	• is to include information and instructions relevant to tree falling operations including processing location details and trees to be felled and retained. Information may also include general environmental requirements, site plan and environmental features
Tools and equipment	• may include warning signs, chainsaw and components, personal protective equipment and clothing, first aid equipment, maintenance requirements, fuel
Maintenance	• of chainsaw and components may include sharpening and making adjustments as required
Communication	• may include verbal and non-verbal language, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language, hand signals
Environmental conditions	• may relate to ground growth, canopy, general forest lean, ground slope, ground hazards, wind speed and direction
Limitations	• may relate to job role and responsibilities, own competency level, industry requirements, own understanding of risk identification processes, own interpretation of legislation, regulations and procedures, complying with OHS requirements
Assistance	• may be required in situations where cuts made may lead to loss of control of tree in falling, to confirm and adjust cutting techniques in response to movement and condition of tree, to help clear trees that hang up during falling
Visual assessment	• of tree may cover size, weight distribution, lean, species, multi leaders, soundness of timber, growth characteristics and stresses
Escape route	• clearance may require the assistance from a dozer or

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

other machine

Unit Sector(s)

Not Applicable

Competency Field

Competency Field Forest Growing and Management

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FPIFGM3204A Fall trees manually (intermediate)

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit specifies the outcomes required to assess, plan and safely carry out intermediate manual tree falling operations. This unit is intended for use in situations where the production of timber is not the primary focus of the activity. Compliance with licensing, legislative, regulatory or certification requirements may be required in various jurisdictions

This unit replaces FPIFGM111A Fall trees manually - intermediate (non-commercial/non-production)

Application of the Unit

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a forest environment and involves application of skills and knowledge at a tradesperson level. These skills and knowledge are to be used within the scope of the person's job and authority

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency	**Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide**

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare and maintain falling equipment	1.1 Applicable ***Occupational Health and Safety*** (***OHS***), ***legislative*** and ***organisational*** requirements relevant to ***falling trees*** are identified and complied with
	1.2 Site ***environmental protection measures*** are adhered to in accordance with relevant legislation and regulations
	1.3 ***Work plan*** is reviewed and checked as required with ***appropriate personnel***
	1.4 ***Tools and equipment*** are selected appropriate to work requirements and checked for operational effectiveness in accordance with manufacturer's recommendations
	1.5 Blunt or damaged chainsaw is detected, rectified and reported in accordance with workplace procedures
	1.6 Operational effectiveness of chainsaw is monitored to ***maintain*** falling safety and productivity
	1.7 ***Communication*** with others is established and maintained in accordance with OHS requirements
2 Assess conditions and surroundings	2.1 Site environmental concerns are identified and complied with in accordance with relevant national, state, and local legislation and/or regulations
	2.2 ***Environmental conditions*** are identified and assessed in accordance with work order requirements
	2.3 Awareness of environmental conditions and other personnel activity in the work area is maintained and

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ELEMENT	PERFORMANCE CRITERIA
	falling activity modified
	2.4 General factors affecting falling requirements are determined and specific forest or site risks and hazards are assessed and controlled
3 Assess tree and plan falling	3.1 Tree falling sequence for individual trees is assessed and progressively planned
	3.2 Tree to be felled is located and growth is cleared to enable a ***visual assessment*** of falling characteristics
	3.3 Required falling direction is assessed and checked in accordance with planned falling
	3.4 Sequence of cuts to fall tree is planned in accordance with standard falling procedures
	3.5 Suitable escape route is selected and cleared of growth and other obstacles in accordance with environmental care principles and statutory requirements
	3.6 Personal ***limitations*** in safely falling trees with own skills are assessed and ***assistance*** sought from appropriate personnel
	3.7 Location and activity of other personnel in the work area is noted and monitored
4 Fall tree	4.1 All work is conducted using established safe operating practices and in accordance with workplace procedures
	4.2 Tree falling operations are safely undertaken appropriate to site conditions and at a safe distance from other personnel in the work area
	4.3 Unexpected characteristics of tree and other problems are identified, assistance sought and planning reviewed
	4.4 Planned escape route is used when tree starts to fall and the fall and movement of tree on ground is monitored until stability is determined
	4.5 Chainsaw is monitored for operational effectiveness and any faults, malfunctions or problems are reported in accordance with workplace procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this

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unit

Required skills include:

- comply with legislation, regulations, standards, codes of practice and established safe practices and procedures relating to intermediate manual tree falling operations
- use and maintain relevant tools, machinery and equipment
- identify problems and equipment faults and demonstrate appropriate response procedures
- use appropriate communication and interpersonal techniques and methods with colleagues and others
- accurately record and report workplace information, and maintain documentation
- use hand signals with other operators to maintain effective and safe tree falling
- recognise own limitations in conditions and trees for falling
- contribute to a tree assessment and plan and fall trees within the range of variables for trees and conditions
- recognise common diseases, pests and nutrition deficiencies
- calculate slopes and weights in the metric system

Required knowledge and understanding includes:

- applicable Commonwealth, State or Territory licensing, legislative, regulatory or certification requirements and codes of practice relevant to intermediate manual tree falling operations
- organisational and site standards, requirements, policies and procedures relating to intermediate manual tree falling operations
- principles of cultural diversity and access and equity
- environmental protection requirements, including the safe disposal of waste material
- established communication channels and protocols
- problem identification and resolution
- types of tools and equipment and procedures for their safe use, operation and maintenance
- identification and evaluation of structural defects in trees
- types and purposes of a range of cuts to fall trees
- hazards of operating a chainsaw and falling trees
- operational principles and limitations of a chainsaw
- procedures for recording, reporting and maintaining workplace records and information
- appropriate mathematical procedures for estimation

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and measurement

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace
Performance Level 1 - at this level, the candidate is required to undertake tasks effectively
Performance Level 2 - at this level, the candidate is required to manage tasks
Performance Level 3 - at this level, the candidate is required to use concepts for evaluating and reshaping tasks

Key Competency	**Example of Application**	**Performance Level**
How are ideas and information communicated?	By communicating in simple language to confirm work requirements, convey information to colleagues, and report outcomes relating to falling trees	2
How can information be collected, analysed and organised?	By collecting, organising and understanding information required to plan and undertake tree falling	2
How are activities planned and organised?	By organising and conducting tree falling activities in the correct sequence to complete within the designated timeframes	2
How is team work used?	By using effective communication and interpersonal techniques with colleagues and others to maximise confidence, satisfaction and productivity during tree falling operations	1
How are mathematical ideas and techniques used?	By calculating slopes, wind speed and direction time to complete tasks	3
How are problem solving skills applied?	By establishing safe and effective tree falling procedures and processes which anticipate likely problems to avoid wastage and downtime	2
How is the use of technology applied?	By selecting and using equipment to fall trees	1

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Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package

Overview of assessment	• A person who demonstrates competency in this unit must be able to provide evidence that they can safely and efficiently assess, plan and conduct tree falling operations in accordance with environmental and organisational requirements
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Comply with applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS, environmental and organisational policies and procedures, relevant to falling trees manually (intermediate) • Comply with applicable licensing or certification requirements • Communicate effectively and work safely with others including maintaining an awareness of other personnel activity in the work area • Contribute to a tree assessment, plan and fall trees within the range of variables for trees and conditions • Visually assess trees and determine falling characteristics • Select, use and maintain appropriate tools and equipment and recognise faults, problems or malfunctions • Safely operate and maintain a chainsaw

Context of and specific resources for assessment	• Competency is to be assessed in the workplace or realistically simulated workplace
	• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
	• Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
	• Assessment is to comply with relevant regulatory or Australian Standards requirements
	• The following resources should be made available:
	  • workplace location or simulated workplace
	  • materials and equipment relevant to manual falling of trees (intermediate)
	  • specifications and work instructions

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EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package

Method of assessment

- Assessment must satisfy the endorsed Assessment Guidelines of the FPI05 Training Package
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

OHS requirements are to

- the use of personal protective equipment and clothing

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may include:	• safety equipment • first aid equipment • fire fighting equipment • hazard and risk control • elimination of hazardous materials and substances • safe forest practices including required actions relating to forest fire • manual handling including shifting, lifting and carrying
Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include:	• award and enterprise agreements • industrial relations • Australian Standards • confidentiality and privacy • OHS • the environment • equal opportunity • anti-discrimination • relevant industry codes of practice • duty of care • heritage and traditional land owner issues
Organisational requirements	• may include legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)
Falling	• may require the use of multiple back-cuts
Trees	• for falling will have the following characteristics: height not more than 40 metres, lean and weight distribution which can be adapted to falling direction with the use of wedges and or control with hinge wood, single leader, sound wood condition in barrel
Environmental protection measures	• may include noise, ground growth, canopy, general forest lean, wind speed and direction, fallen trees, density of trees, ground slope, soil and water protection, ground hazards, obstacles. Measures may

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

	also include contingencies for modifying operations during wet or other adverse weather conditions
Work plan	• is to include information and instructions relevant to tree falling operations including processing location details and trees to be felled and retained. Information may also include general environmental requirements, site plan and environmental features
Appropriate personnel	• may include supervisors, clients, colleagues, line management
Tools and equipment	• may include warning signs, chainsaw and components, personal protective equipment and clothing, first aid equipment, maintenance requirements, fuel
Maintenance	• of chainsaw and components may include sharpening and making adjustments as required
Communication	• may include verbal and non-verbal language, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language, hand signals
Environmental conditions	• may relate to ground growth, canopy, general forest lean, ground slope, ground hazards, wind speed and direction, wet weather including ice and snow
Conditions	• in which falling will be undertaken include ground slope not more than 15 degrees, moderate wind speed, absence in growth of fallen trees preventing complete fall, works with general supervision available to provide assistance related to planning, falling
Limitations	• may relate to job role and responsibilities, own competency level, industry requirements, own understanding of risk identification processes, own interpretation of legislation, regulations and procedures, complying with OHS requirements
Assistance	• may be required in situations where cuts made may lead to loss of control of tree in falling, to confirm and adjust cutting techniques in response to movement and condition of tree, to help clear trees

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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

	that hang up during falling
Visual assessment	• may cover size, weight distribution, lean, species, multi leaders, soundness of timber, growth characteristics and stresses

Unit Sector(s)

Not Applicable

Competency Field

Competency Field Forest Growing and Management

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FPICOT2239A Trim and cut felled trees

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the outcomes required to trim and cut felled trees with a chainsaw. It is intended for use in situations where the production of timber is not the primary focus of the activity. The unit also includes equipment maintenance

General workplace legislative and regulatory requirements apply to this unit; specific licensing or certification requirements may apply in some states and territories

This unit replaces FPICOT2221A Trim and cross cut felled trees

Application of the Unit

Application of the unit

This unit involves trimming and cutting felled trees with a chainsaw in a variety of work settings including a forest, agriculture, domestic, local council and emergency services environment, as relevant to the unit

The skills and knowledge required for competent workplace performance are to be used within the scope of the person's job and authority

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for trimming and cutting	1.1. Applicable ***Occupational Health and Safety*** (***OHS***), environmental, ***legislative*** and ***organisational requirements*** and manufacturer's specifications relevant to trimming and cutting felled ***trees*** are identified and followed
	1.2. Site ***environmental protection measures*** and enterprise environmental management systems are identified and adhered to in line with relevant legislation and regulations
	1.3. ***Job requirements*** are reviewed and clarified with ***appropriate personnel***
	1.4. Trimming and cutting activities are planned in line with site procedures
	1.5. ***Tools and equipment*** are selected appropriate to work requirements and checked for operational effectiveness in line with organisational procedures and manufacturer's recommendations
	1.6. ***Communication*** with others is established and maintained in line with OHS requirements
2. Visually assess felled trees	2.1. Trees to be trimmed and cut are identified in line with job requirements
	2.2. ***Environmental requirements*** are identified and used

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ELEMENT	PERFORMANCE CRITERIA
	to plan the trimming and cutting activities
	2.3. Tree, location and stability are assessed for conditions likely to affect safety of trimming and cutting activities
	2.4. Tree is visually assessed for ***defects***
	2.5. ***Stresses*** within the tree are identified
	2.6. Trees unable to be cut safely are identified and referred to appropriate personnel
3. Plan cutting	3.1. Tree is moved or stabilised for safe cutting in line with site standards and regulations
	3.2. ***Cutting pattern*** is selected to optimise time and manageable removal of the sections
	3.3. Options for utilisation of product are identified
	3.4. ***Sequence of cuts*** is planned to maintain control of cut sections and minimise cutting problems
	3.5. Cut location is determined with consideration of tree stresses
4. Conduct trimming and cutting	4.1. ***Debris*** is cleared from the work area to prevent saw damage or injury in line with OHS requirements
	4.2. ***Pre start-up*** checks are carried out on equipment in line with site requirements
	4.3. Movement and whereabouts of other personnel is monitored and work is modified in line with OHS regulations
	4.4. Tree section on each side of planned cut is secured and potential movement is assessed and planned
	4.5. Chainsaw is operated to cut tree and limbs with ***cutting techniques*** adjusted in response to movement and condition of the tree/limbs
	4.6. Trimming and cutting is completed in line with OHS and job requirements
	4.7. Trimming and cutting ***records*** are prepared and problems reported to the appropriate personnel
5. Conduct equipment ***maintenance***	5.1. Equipment is inspected on completion of trimming and cutting activities
	5.2. Damaged saws and cutting attachments are identified for repair or replacement in line with

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements and manufacturer's recommendations
	5.3. Chain and other components are removed, cleaned, maintained, adjusted or replaced in line with manufacturer's recommendations
	5.4. Tools and equipment are maintained in line with OHS requirements and manufacturer's recommendations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Required skills

- Technical skills sufficient to select, use and maintain relevant equipment to safely trim and cut felled trees in a range of situations
- Ability to assess the implications related to identified stresses of the tree
- Communication skills sufficient to interact with colleagues and others
- Literacy skills sufficient to review and accurately identify work requirements and to locate, record and report information
- Numeracy skills sufficient to estimate and measure tolerances and minimum diameter, and calculate time to complete tasks
- Problem solving skills sufficient to identify problems, equipment faults and apply appropriate response procedures

Required knowledge

- Applicable Commonwealth, State or Territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for trimming and cutting felled trees
- Industry, organisational and site standards, requirements, policies and procedures for trimming and cutting felled trees
- Environmental protection requirements, including the safe disposal of waste material
- Characteristics of trees and types of timber defects that may affect cutting
- Cutting patterns, sequences and techniques
- Chainsaw operation, safety and maintenance procedures
- Risk assessment processes
- Problem identification and resolution strategies and common fault finding

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REQUIRED SKILLS AND KNOWLEDGE

techniques

- Types of tools and equipment and procedures for their use, operation and maintenance for trimming and cutting felled trees
- Procedures for reporting workplace records and information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to provide evidence that they can safely and efficiently trim and cut felled trees and conduct equipment maintenance within industry and organisational requirements
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements of this unit and include demonstration of: • following applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS and environmental, relevant to trimming and cutting felled trees • following industry and organisational policies and procedures relevant to trimming and cutting felled trees • effective communication and safe working practices • planning of trimming and cutting activities in line with site standards and regulations • trimming and cutting of felled trees in line with job requirements in a range of workplace situations • equipment maintenance
Context of and specific resources for assessment	• Competency is to be assessed in the workplace or realistically simulated workplace • Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints

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EVIDENCE GUIDE

- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements
- The following resources should be made available:
  - workplace location or simulated workplace
  - materials and equipment relevant to undertaking work applicable to this unit
  - specifications and work instructions

Method of assessment

- Assessment must satisfy the endorsed Assessment Guidelines of the FPI11 Training Package
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of employability skills
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

OHS requirements: are to be in line with applicable Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures, and may include:

- personal protective equipment and clothing safety equipment
- first aid equipment
- fire fighting equipment
- communications equipment
- location of other workers
- hazard and risk control
- fatigue management
- elimination of hazardous materials and substances
- safe workplace practices including required actions relating to forest fire
- awareness of danger zone for kickback
- manual handling including shifting, lifting and carrying
- erection of warning signs
- potential falling objects
- procedures for cutting on slopes

Legislative requirements: are to be in line with applicable Commonwealth, State or Territory legislation, regulations, certification requirements and codes of practice and may include:

- Australian Standards
- OHS
- the environment
- equal opportunity
- relevant industry codes of practice

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RANGE STATEMENT

	• award and enterprise agreements • industrial relations • confidentiality and privacy • duty of care • heritage and traditional land owner issues
Organisational requirements may include:	• legal • organisational and site guidelines • policies and procedures relating to own role and responsibility • quality assurance • procedural manuals • quality and continuous improvement processes and standards • OHS • emergency and evacuation procedures • fire prevention procedures • recording and reporting requirements • equipment use and maintenance and storage requirements • environmental management requirements (waste disposal, recycling and re-use guidelines) • access and equity principles and practices
Trees may include:	• hardwood trees • softwood trees
Environmental protection measures may include:	• action to limit the impact of noise, wind speed and direction, fallen trees, ground slope, ground hazards and obstacles, general forest lean • action to limit the impact to ground growth, canopy, density of trees and may relate to: • soil and water protection • contingencies for modifying operations during wet or other adverse weather conditions • the safe disposal of waste material
Job requirements	refer to information and instructions relevant to trimming and cutting operations including: • size • length

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RANGE STATEMENT

	• quantity and grade • removal status
Appropriate personnel may include:	• supervisors • clients • colleagues • line management
Tools and equipment may include:	• chainsaws • Personal Protective Equipment (PPE) • maintenance tools • fuel and oil containers and ancillary equipment, which may include: • hammer • axe • wedges • cant hook or breaking bar • first aid kit • fire control equipment • tool belt • loggers tape • warning signs • chainsaw maintenance kit
Communication may include:	• verbal and non-verbal language • hand or other agreed signals • eye contact with other operators or personnel • use of electronic devices
Environmental requirements	may be assessed in relation to: • ground growth • ground slope • ground hazards and obstacles and may include environmental protection measures to: • limit the impact of noise, fumes in enclosed spaces, waste, fire, disposal of fuel and oil • limit the impact on flora, fauna and habitat
Defects may include:	• splits • falling damage • fire damage • infestation

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RANGE STATEMENT

	• pipe • shake • twist • branch/knot locations
Stresses may include:	• tension (fibres being stretched) • compression (fibres being squashed) • neutral fibres
Cutting pattern refers to:	• the best direction or angle for making a cut
Sequence of cuts refers to:	• the plan of cuts to optimise time and recovery of logs
Debris may include:	• stones • rocks • loose branches • other timber • woody material • any loose hazards underfoot or in escape path • any material underfoot or in the cutting area which may impinge on safe cutting procedures
Pre start-up checks may include:	• checking that equipment is suitable for task and has been set up correctly • checking that systems are performing accurately • checking equipment is operating to optimum performance
Cutting techniques may include:	• bridging cuts • swinging cuts • side bind cuts • delimbing • boring • wedge cuts • ripping cuts
Records may include:	• quality outcomes; hazards, incident reports, equipment malfunctions and damage and may be compiled using a computer-based system or another appropriate organisational communication system to record and report
Maintenance must include:	• sharpening and may include: • refuelling

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RANGE STATEMENT

- inspection, identification and replacement of bar, chain, drive sprockets
- bar oil checks and top up
- air filter check, clean and replacement
- cleaning of saw body, air intake vents and cooling fans
- fitting spare chain and tension chain

Unit Sector(s)

Not Applicable

Competency field

Competency field Common Technical

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TLIH2001A Interpret road maps and navigate pre-determined routes

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to interpret road maps and navigate routes as part of transport operations. It includes identifying and determining the most appropriate route, and completing required route documentation in accordance with operational requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the regulations of the relevant state/territory roads and traffic authorities.

Work is performed under general or limited supervision. It involves the application of the basic map reading principles and procedures when interpreting street directories and road maps and following pre-determined routes as part of transport operations.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and determine the pre-planned route	1.1 Documentation on the pre-determined route is accessed and interpreted 1.2 Relevant street directory, global positioning system (GPS) and road maps are identified and accessed 1.3 Street directory , GPS and road map symbols are recognised and interpreted 1.4 Points of departure and destination are identified in a directory index and the information is used to locate designated places on the appropriate map 1.5 Directions for a pre-determined route are interpreted and the route is traced using a street directory, GPS and road map 1.6 Key intersections and other landmarks along the route are identified for use in following the planned route 1.7 Alternative routes are identified for possible contingency situations such as emergencies or traffic delays 1.8 Pre-determined route is correctly followed
2 Complete necessary documentation	2.1 Required route documentation is completed in accordance with purpose of transportation and with workplace requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant state and territory permit and licence regulations and requirements

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REQUIRED KNOWLEDGE AND SKILLS

- Operational procedures for interpreting road maps, using GPS devices and navigating routes
- Road conditions for various routes, including sections undergoing road works
- Height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route
- Traffic conditions at various times of the day along specific routes
- Security hazards and issues (where relevant)
- Current information on accidents or emergencies that might close or restrict traffic on a particular route
- Location of service stations/rest stops where relevant
- Typical problems that may arise concerning the interpretation of road maps, the use of GPS devices and the navigation of pre-determined routes, and appropriate action that should be taken
- Workplace requirements for recording and documenting route information

Required skills:

- Communicate effectively with others when interpreting road maps, using GPS devices and navigating pre-determined routes
- Read and interpret instructions, procedures, information and signs relevant to route navigation
- Identify and correctly use maps and other route documentation including: identification of town and suburb locations, identification of roads and intersections, reading and interpretation of map symbols, and estimation of route distances using map information
- Where applicable, use GPS devices to navigate pre-determined routes
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to route navigation
- Operate electronic communication equipment to required protocol
- Where applicable work collaboratively with others (such as fleet managers, sales team etc.) when interpreting road maps, using GPS devices and navigating pre-determined routes
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when interpreting road maps, using GPS devices and navigating pre-determined routes in accordance with workplace procedures
- Plan for alternative routes in the event of contingencies such as road works, emergencies or delays
- Plan own work including predicting consequences and identifying improvements
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments

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Required skills:

- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
	  • applying the underpinning knowledge and skills
	  • applying relevant legislation and workplace procedures
	  • plotting a route from one destination to another relevant to the job role
	  • demonstrating the ability to navigate a pre-determined route

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• As a minimum, assessment of knowledge must be

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EVIDENCE GUIDE

	conducted through appropriate assessments using written/practical/oral assessments
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment, and/or
	  • in an appropriate range of situations in the workplace
	• A simulator/online assessment is not suitable for the final assessment of this unit of competency

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

This unit covers:	• work of transport and distribution personnel involved in the delivery of a range of possible goods and materials including valuables, secured products and documents and materials
Operations may be conducted:	• in a range of work environments and weather conditions • by day or night
Customers may be:	• internal or external
Routes will be pre-determined but may include:	• alternative routes to accommodate contingency situations
Map areas may include:	• metropolitan areas • country and regional areas • interstate locations
Depending on the type of transport service being provided, consultative processes may involve:	• clients • other employees and supervisors • management • other professional or technical staff • private security personnel • public sector security personnel • police and other emergency services • security consultants
Communication in the work area may include:	• mobile and fixed phones • radio

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RANGE STATEMENT

Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• oral, aural or signed communications • company procedures • enterprise procedures • organisational procedures • established procedures
Information/documents may include:	• workplace procedures and policies • route specifications • maps and street directories • published information on route hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route • competency standards and training materials • supplier and/or client route documentation • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• relevant state/territory road rules and traffic acts • regulations and codes related to the transport of dangerous goods, explosives and hazardous materials

Unit Sector(s)

Not Applicable

Competency Field

Competency Field H - Route Planning and Navigation

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HLTFA301C Apply first aid

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

Application

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the situation	1.1 Identify assess and minimise *hazards* in the situation that may pose a risk of injury or illness to self and others 1.2 Minimise immediate *risk* to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements 1.3 Assess casualty and identify injuries, illnesses and conditions
2. Apply first aid procedures	2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness 2.2 Use available *resources and equipment* to make the casualty as comfortable as possible

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort
	2.5 Seek consent from casualty prior to applying first aid management
	2.6 Provide *first aid management* in accordance with *established first aid principles* and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements
	2.7 Seek first aid assistance from others in a timely manner and as appropriate
	2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures
	2.9 Use safe manual handling techniques as required
	2.10 Monitor *casualty's condition* and respond in accordance with effective first aid principles and procedures
	2.11 Finalise casualty management according to casualty's needs and first aid principles
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant *communication media and equipment*
	3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
	3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
	3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
	3.5 Maintain confidentiality of records and

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ELEMENT	PERFORMANCE CRITERIA
	information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert*
	4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents
	4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- ARC Guidelines relating to provision of first aid as outlined
- Awareness of stress management techniques and available support
- First aid management of:
  - abdominal injuries
  - allergic reactions
  - altered and loss of consciousness
  - bleeding
  - burns - thermal, chemical, friction, electrical
  - cardiac arrest
  - casualty with no signs of life
  - chest pain
  - choking/airway obstruction
  - injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries;

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REQUIRED SKILLS AND KNOWLEDGE

minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
  - envenomation - snake, spider, insect and marine bites
  - environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke
  - fractures
  - medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
  - near drowning
  - poisoning and toxic substances (including chemical contamination)
  - respiratory distress
  - seizures
  - shock
  - stroke
  - substance misuse - common drugs and alcohol, including illicit drugs
- Social/legal issues:
  - duty of care
  - need to be culturally aware, sensitive and respectful
  - importance of debriefing
  - confidentiality
  - own skills and limitations
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

continued ...

Essential knowledge (*contd*):

- Working knowledge of:
  - basic occupational health and safety requirements in the provision of first aid
  - basic principles and concepts underlying the practice of first aid
  - chain of survival
  - first aiders' skills and limitations
  - infection control principles and procedures, including use of standard precautions
  - priorities of management in first aid when dealing with life threatening conditions
  - procedures for dealing with major and minor injury and illness

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

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REQUIRED SKILLS AND KNOWLEDGE

This includes the ability to:

- Administer medication in line with state/territory regulations, legislation and policies
- Apply first aid principles
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition
- Communicate effectively and assertively in an incident
- Conduct an initial casualty assessment
- Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit *HLTCPR201A Perform CPR*)
- Demonstrate:
  - ability to call an ambulance
  - consideration of the welfare of the casualty
  - safe manual handling
  - site management to prevent further injury
- Evaluate own response and identify appropriate improvements where required
- Follow OH&S guidelines
- Infection control, including use of standard precautions
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills
- Prepare a written incident report or provide information to enable preparation of an incident report
- Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions
- Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this

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EVIDENCE GUIDE

evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines

Context and resources required for assessment:

- Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge
- For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

This unit incorporates the content of units:

- HLTCPR201B Perform CPR

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EVIDENCE GUIDE

- HLTFA201B Provide basic emergency life support

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:	• Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	• Preserve life • Prevent illness, injury and condition(s) becoming worse • Promote recovery • Protect the unconscious casualty
Vital signs include:	• Consciousness • Breathing • Circulation
A hazard is:	• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these

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RANGE STATEMENT

Hazards may include:

- Physical hazards
- Biological hazards
- Chemical hazards
- Hazards associated with manual handling

Risks may include:

- Risks from equipment, machinery and substances
- Risks from first aid equipment
- Environmental risks
- Exposure to blood and other body substances
- Risk of further injury to the casualty
- Risks associated with the proximity of other workers and bystanders
- Risks from vehicles

Casualty's condition is managed for:

- Abdominal injuries
- Airway obstruction
- Allergic reactions
- Altered and loss of consciousness
- Bleeding
- Burns - thermal, chemical, friction, electrical
- Chest pain/cardiac arrest
- Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
- Near drowning
- Envenomation - snake, spider, insect and marine bites
- Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke
- Fractures
- Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
- No signs of life
- Poisoning and toxic substances (including chemical contamination)
- Respiratory distress/arrest
- Seizures
- Shock
- Stroke

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RANGE STATEMENT

	• Substance misuse - common drugs and alcohol, including illicit drugs.

First aid management must take into account applicable aspects of:	• The setting in which first aid is provided, including:
	  • workplace policies and procedures
	  • industry/site specific regulations, codes etc.
	  • OHS requirements
	  • state and territory workplace health and safety legislative requirements
	  • location and nature of the incident
	  • situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents
	  • location of emergency services personnel.
	• The use and availability of first aid equipment and resources
	• Infection control
	• Legal and social responsibilities of first aider

Resources and equipment are used appropriate to the risk to be met and may include:	• AED • First aid kit • Auto-injector • Puffer/inhaler • Resuscitation mask or barrier • Spacer device
Communication media and equipment may include but are not limited to:	• Telephones, including landline, mobile and satellite phones • HF/VHF radio • Flags • Flares • Two way radio • Email • Electronic equipment • Hand signals
Appropriate clinical expert may	• Supervisor/manager • Ambulance officer/paramedic

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RANGE STATEMENT

include:	• Other medical/health worker
Documentation may include:	• Injury report forms • Workplace documents as per organisation requirements

Documentation may include recording:	• Time
	• Location
	• Description of injury
	• First aid management
	• Fluid intake/output, including fluid loss via:
	  • blood
	  • vomit
	  • faeces
	  • urine
	• Administration of medication including:
	  • time
	  • date
	  • person administering
	  • dose
	• Vital signs

Unit Sector(s)

Not Applicable

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TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required of an Integrated Rating to assist the responsible officer in a range of mooring and anchor handling activities as required of an Integrated Rating, including preparing for arrival or departure from an anchorage or mooring, handling mooring lines, carrying out stoppering and heaving line tasks, anchor operations, securing a vessel to a sea buoy, and securing a tug using either tug's or vessel's lines.**

Application of the Unit

Application of the unit	The unit has application in the qualification for an Integrated Rating, i.e. Certificate III in Transport&Distribution(Maritime Operations - Integrated Rating).

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant sections of STCW 95 and Marine Orders under the Australian Navigation Act 1912, describing the specific requirements for Integrated Ratings.

Pre-Requisites

Not applicable.

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Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Carry out mooring and anchor handling tasks	a Tasks required of an integrated rating in preparation for arrival and departure from an anchorage or mooring are completed in accordance with shipboard procedures b Mooring line handling, stoppering and heaving line tasks are performed in accordance with shipboard procedures c Mooring and unmooring operations are carried out as per established procedures d Anchor operations are carried out in accordance with shipboard procedures e Vessel is secured to a sea buoy in accordance with shipboard procedures f A tug is secured using tug's or vessel's lines as per shipboard procedures g Communications during mooring and anchor handling operations are clear and timely and involve the correct use of communications equipment where required
2 Follow safety and hazard control procedures	a All required safety precautions and regulations are followed when carrying out routine mooring and anchor handling tasks b Operational hazards are identified and action is taken in conjunction with the officers, engineers and other team members to minimise or eliminate risk to personnel, vessel and

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ELEMENT	PERFORMANCE CRITERIA
	the environment

ELEMENT	PERFORMANCE CRITERIA
2 Follow safety and hazard control procedures (**continued**)	c Shipboard emergency and contingency plans are followed in the event of a failure or emergency associated with mooring and anchor handling equipment and machinery and associated systems

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Applicable sections of relevant maritime regulations

2 Relevant OH&S and pollution control legislation and policies

3 Mooring and anchor handling procedures on board a vessel

4 Functions and responsibilities of the members of the bridge and engine room teams on board a vessel

5 Procedures for carrying out the routine tasks required of an integrated rating when a vessel is arriving at or departing from a berth or anchorage

6 Types, features and characteristics of fibre and wire ropes

7 Hazards and related safety precautions when carrying out mooring and anchor handling activities

8 Signs of fatigue

9 Fatigue management principles and techniques

10 Communication techniques and equipment used during mooring and anchor handling operations

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REQUIRED KNOWLEDGE

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Use basic verbal and other communication skills required when assisting in mooring and anchor handling activities

2 Read, interpret and apply basic instructions and standard operating procedures relevant to mooring and anchor handling activities

3 Work safely and collaboratively with others when assisting in mooring and anchor handling activities

4 Select and safely use tools and equipment as per operating instructions

5 Recognise problems that may occur during mooring and anchor handling activities and take appropriate action

6 Store lines, tools and equipment after use as per standard operating procedures

7 Adapt to differences in vessels, port facilities, equipment and standard operating procedures

8 Follow required work schedule as per company requirements

Evidence Guide

Evidence Guide **TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES**

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in	Assessment must confirm appropriate knowledge and skills to: a Carry out mooring and anchor handling tasks b Ensure the exercise of all required safety, environmental and hazard control precautions and procedures during mooring

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Evidence Guide

TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES

this unit	and anchor handling activities c Communicate effectively with others during mooring and anchor handling activities
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 carrying out mooring and anchor handling tasks 2 exercising all required safety, environmental and hazard control precautions and procedures during mooring and anchor handling tasks 3 communicating effectively with others during routine shipboard tasks c Shows evidence of application of relevant workplace procedures, including: 1 ISM Code and associated vessel's safety management system and procedures 2 OH&S regulations and hazard prevention policies and procedures 3 job procedures and work instructions related to mooring and anchor handling activities 4 following housekeeping processes d Action is taken promptly to report operational incidents and problems in accordance with regulations and shipboard procedures e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and

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Evidence Guide

TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES

	interactions between crew and others
3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation:

Evidence Guide (**continued**)

TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES

3 Context of assessment (**continued**)	1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a demonstrate the ability to carry out mooring and anchor handling procedures through appropriate case studies, practical exercises and simulated situations; and/or b carry out mooring and anchor handling procedures on an operational commercial or training vessel

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Range Statement

Range Statement **TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with relevant maritime regulatory requirements
b. Work is performed:	1 as a member of an anchoring or mooring party under defined operational requirements, with some accountability and responsibility for self and others in achieving the prescribed outcomes
c. Work involves:	1 the application of basic mooring and anchor handling procedures across a variety of operational contexts
d. Work requires:	1 the following of orders and instructions of the officer on watch
2. WORKSITE ENVIRONMENT	
a Vessel may include:	1 any Australian or international commercial vessel
b Mooring operations	1 throwing heaving lines 2 running out mooring lines

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Range Statement **TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES**	
include:	3 reporting distance off 4 securing mooring lines 5 letting go mooring lines 6 recovering mooring lines 7 making fast fore and aft to a fixed terminal or jetty 8 making fast to a single point mooring 9 making fast to a conventional buoy mooring 10 preparing mooring area for operations 11 making fast and letting go tugs

Range Statement (**continued**) **TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES**	
VARIABLE	**SCOPE**
b Mooring operations include: (**continued**)	12 adjusting moorings during a port stay 13 securing mooring area on departure 14 rigging gangways, accommodation ladders and pilot ladders 15 stowing mooring lines after use
c Mooring equipment includes:	1 man-made fibre and wire-rope moorings 2 heaving lines and stoppers (rope and chain) 3 tension winches

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Range Statement (**continued**) **TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES**	
	4 stand clone winches 5 electric, hydraulic and hand driven capstans/drum ends 6 dead men and fairheads
d Equipment malfunctions or problems may include:	1 failure of moorings or equipment 2 damage to moorings 3 insufficiency of moorings 4 poor leads 5 inability to maintain vessel in position
e Routine and emergency anchor operations may include:	1 dropping, paying out and holding an anchor 2 reporting amount and lie of cable 3 letting go and weighing anchor 4 securing to a single anchor 5 securing to twin anchors 6 recovering anchor 7 clearing anchor and cable 8 recovering a foul hawse 9 hanging off an anchor

Range Statement (**continued**) **TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES**	
	SCOPE

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Range Statement (**continued**)

TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES

VARIABLE	
f **Anchor equipment may include**:	1 cable 2 securing arrangements 3 anchor balls 4 cable locker
g **Operational hazards during mooring or anchor handling operations may include**:	1 failure of moorings, anchor or equipment 2 damage to moorings 3 insufficiency of moorings 4 faulty or damaged machinery and equipment 5 moving and rotating machinery 6 using equipment beyond safe working limits 7 cables and ropes 8 poor leads 9 inability to maintain vessel in position 10 moving heavy loads using unsafe lifting procedures 11 slippery deck 12 poor housekeeping procedures 13 non-compliance with safe working procedures
h **Documentation and records may include**:	1 ISM Code safety management system plans, procedures, checklists and instructions 2 IMO STCW 95 Convention and Code

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Range Statement (**continued**)

TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES

	3 AMSA Marine Orders
	4 orders and instructions of the officer on watch
	5 vessel and company procedures
	6 instructions of relevant maritime authorities
	7 relevant Australian and international standards

Range Statement (**continued**)

TDMMR4307B ASSIST IN MOORING AND ANCHOR HANDLING ACTIVITIES

VARIABLE	**SCOPE**
i Applicable legislation, regulations and codes may include:	1 relevant sections of IMO STCW 95 Convention and Code 2 relevant sections of AMSA Marine Orders 3 ISM Code 4 relevant international, Commonwealth, State and Territory OH&S legislation

Unit Sector(s)

Not applicable.

Field

Field MF Carry Out Operations on Equipment and Systems

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Relationship to other units

Relationship to other units	The unit must be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR:

This unit involves the basic skills and knowledge required to prevent, fight and extinguish fires on board an ocean-going commercial vessel.

This unit incorporates the content of the previous two units *TDMMF901A Fight and extinguish fires* and *TDMMF1201A Minimise the risk of fire and maintain a state of readiness to respond to emergency situations involving fire* as the content applied to ocean-going vessels. It aligns with the AMSA approved course: *SC002 - Fire Prevention and Firefighting*.

Application of the Unit

Application of the unit	The unit covers requirements for the management of firefighting and prevention activities on ocean-going vessels and has applications in qualifications for masters, engineers, watchkeepers and integrated ratings, i.e. Advanced Diploma of Transport&Distribution (Maritime Operations - Master Unlimited), Diploma and of Transport&Distribution (Maritime Operations - Deck Watchkeeper), Advanced Diploma of Transport&Distribution (Marine Engineering Class 1), Advanced Diploma of Transport&Distribution (Marine Engineering Class 2), Diploma of Transport&Distribution (Marine Engineering - Engineer Watchkeeper), Certificate III in Transport&Distribution (Maritime Operations - Integrated Rating).

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Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory minimum requirements for basic fire prevention and firefighting skills and knowledge of crew on ocean-going vessels. This includes applicable sections of STCW 95 and AMSA certification and regulatory requirements under Marine Orders Part 3, Seagoing Qualifications, Issue 6.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Carry out fire minimisation procedures	a Fire hazards on board vessel are identified and action is taken to eliminate or minimise them b Responsibilities for checking fire prevention equipment and systems are fulfilled and appropriate action is taken to ensure that they are operational c An awareness and understanding of the causes of fire and its minimisation is maintained through participation in fire drills and related instructional programs d A state of readiness to respond to fire emergencies is

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ELEMENT	PERFORMANCE CRITERIA
	maintained at all times

ELEMENT	PERFORMANCE CRITERIA
1 Carry out fire minimisation procedures (**continued**)	e Where applicable, correct techniques are applied for the setting up of foam making equipment to extinguish B Class fires on board a vessel
2 Respond to emergency situations involving fire	a Emergency situations involving fire are correctly identified in accordance with established nautical practice b Type of fire is identified in accordance with the established classification system for fires c Initial action on becoming aware of fire emergency is in conformity with established practices and procedures d Action taken is timely and appropriate for seriousness of the fire emergency e Action taken on identifying muster signals for a fire emergency is appropriate and complies with established procedures f Appropriate precautions and procedures are implemented when responding to electrical fires g Appropriate precautions and procedures are implemented when responding to uptake and hydrogen fires h Communications are clear and concise at all times and orders are acknowledged in a timely and seamanlike manner
3 Operate firefighting	a A, B and C classes of fires are correctly identified as per established firefighting practice

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ELEMENT	PERFORMANCE CRITERIA
equipment	b Correct portable firefighting equipment is selected and used to fight specific classes of fires c Correct techniques are applied for the use of hose lines to extinguish fires on board a vessel d Class F fires are correctly extinguished with a fire blanket as per established firefighting practice
4 Recharge portable fire extinguishers	a Where applicable, correct techniques are used to recharge the various types of portable fire extinguisher b Portable firefighting equipment is confirmed as operational following recharging

ELEMENT	PERFORMANCE CRITERIA
5 Carry out firefighting operations	a Correct procedures and techniques are followed when fighting fires in simulated or real fire emergencies b Safety clothing, appliances and equipment are appropriate to the nature of the firefighting operations c Extinguishment of a fire is achieved using appropriate procedures, techniques, equipment and firefighting agents d Correct portable fire extinguisher(s) are selected and used for the class of fire involved in a fire emergency e Appropriate safety precautions and procedures are applied when fighting fires in accordance with regulatory requirements, vessel's procedures and established firefighting practice f The timing and sequence of individual actions when fighting fires on board a vessel are appropriate to the prevailing circumstances and conditions

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ELEMENT	PERFORMANCE CRITERIA
	g Procedures for donning and starting up self-contained breathing apparatus (SCBA) are correctly followed
	h Procedures for the logging of SCBA operators on a BA Control Board are correctly followed in accordance with vessel's procedures and accepted firefighting practice
	i Search and rescue operations in a smoke filled environment are correctly conducted as a member of a firefighting team in accordance with accepted firefighting practice
	j Interior fires are extinguished using appropriate firefighting equipment and procedures as a member of a firefighting team in accordance with accepted firefighting practice
	k Lifeline signals are correctly used during interior firefighting operations
	l A compartment filled with high expansion foam is correctly entered as per accepted firefighting practice

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant sections of maritime regulations applicable to fire prevention and firefighting on board a vessel

2 ISM Code and associated vessel's safety management system and procedures, where relevant

3 Duties and responsibilities as a member of the emergency response organisation on a vessel

4 The chemistry of fire and its relationship to materials typically carried on vessels, including:

   a elements of fire and their relationship to the fire triangle

   b dangers associated with fuels having a low flashpoint

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REQUIRED KNOWLEDGE

c dangers associated with the heating of fuels to their self-ignition temperature

d situations where spontaneous combustion may occur

e importance of ensuring that fuels are outside their range of flammability

f safety precautions that should be adopted when using fuels with a high vapour density

g risks associated with finely divided fuels

5 Principles underlying the spread of fire and its extinguishment

6 Fire hazards and risks found on board vessels

7 The different classes of fire, their characteristics and equipment needed for their extinguishment

8 Firefighting techniques, agents and precautions applicable to different classes of fire on board a vessel

9 Principles and procedures for the use of self-contained breathing apparatus (SCBA) when fighting fires

10 Firefighting clothing, outfits and personal safety equipment used when fighting a fire on board a vessel

11 Types firefighting appliances, equipment and systems used on board vessels, their features, principles of operation and the procedures for their use and maintenance

12 Fixed fire prevention and extinguishing installations used on vessels and their principles of operation

13 Relevant features of portable firefighting equipment and procedures for their use, including:

a The colour coding of portable fire extinguishers

b The processes for the extinguishment of A. B, or C Class fires using portable fire extinguishers

c Extinguishing an F Class fire with a fire blanket is demonstrated

d The recharging of portable fire extinguishers (where applicable)

e The use of hose lines to extinguish fires

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REQUIRED KNOWLEDGE

f The setting up of foam making equipment to extinguish B Class fires

14 Procedures for interior search and rescue and firefighting operations as a member of a team, including:

a The donning and start up procedures of SCBA

b Procedures for search and rescue operations in a smoke filled space

c Procedures for interior fire extinguishing operations

d Procedures for the logging of SCBA operators on a BA control board

e After use maintenance of SCBA

f Lifeline signals

g Procedures for entering a compartment filled with high expansion foam without wearing SCBA

15 The importance of testing and evaluating emergency procedures

16 Typical problems that can occur with shipboard firefighting equipment and operations and appropriate remedial action and solutions

17 Sources of information on shipboard fire prevention and extinguishment

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Communicate effectively with other crew and passengers during simulated and real fire emergencies

2 Read, interpret and follow instructions on fire emergency procedures and on the use of fire prevention and firefighting equipment

3 Recognise and interpret fire alarms and respond as per emergency procedures

4 Work collaboratively with other shipboard personnel and passengers during a fire emergency

5 Determine the type and extent of a fire and take appropriate action

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a The donning and start up procedures of SCBA

6 Participate as a member standard shipboard firefighting organisation on a vessel

7 Identify and use fixed fire detection and extinguishing systems as per operating instructions

8 Use portable fire extinguishers as per operating instructions

9 Recharge portable fire extinguishers as per instructions (where applicable)

10 Adapt to contingencies and variations in fire prevention and firefighting equipment

11 Recognise fire hazards on a vessel and take appropriate action to report them and minimise them

Evidence Guide

Evidence Guide

TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Implement fire prevention and minimisation measures and procedures on board a vessel b Recognise fire hazards on board vessel and take appropriate action to eliminate or minimise them c Assess the operational capability of fire detection and firefighting equipment and systems and initiate any required maintenance or replenishment action d Respond to emergency situations involving fire e Participate in simulated on-board firefighting activities

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Evidence Guide

TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL

	f Participate in search and rescue and firefighting teams g Implement OH&S principles and policies when carrying out firefighting duties h Communicate effectively with others as required during fire emergencies
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 responding to emergency situations involving fire 2 participating in simulated on-board firefighting activities 3 implementing the implementation of fire prevention measures and procedures 4 identifying and evaluating firefighting problems and determining appropriate courses of action 5 participating as a member of an interior search and rescue and firefighting team on board a vessel 6 assessing the operational capability of firefighting appliances, equipment and systems and taking any required maintenance or replenishment action c Shows evidence of application of relevant workplace procedures, including: 1 relevant maritime regulations related to the prevention and fighting of fires on board a vessel 2 ISM Code safety management system procedures, where applicable

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Evidence Guide (continued)

TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL

2	**Evidence required for demonstration of consistent performance** (**continued**)	3 OH&S regulations and hazard prevention policies and procedures 4 relevant manufacturer's guidelines relating to the use of fire detection and firefighting equipment and systems 5 following on-board housekeeping processes and fire prevention measures 6 fire prevention and firefighting procedures and policies d Action is taken promptly to report and respond to fire emergencies, fire hazards and faulty fire detection and firefighting equipment and systems in accordance with established procedures e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others
3	**Context of assessment**	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4	**Specific**	Access is required to opportunities to:

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Evidence Guide (continued) **TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL**	
resources required for assessment	a carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to carry out firefighting activities on board a vessel; and/or b assist in firefighting drills on board an operational vessel Note: Simulated firefighting assessment exercises may require access to a fire training and assessment facility capable of simulating firefighting activities in a marine environment. Assessments must be conducted in accordance with relevant OH&S requirements. Protective clothing must be worn in accordance with current maritime practices and Australian OH&S standards. Simulated conditions should provide truly realistic simulated shipboard conditions, including, where practical, conduct of activities in darkness.

Range Statement

Range Statement

TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	**SCOPE**
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant maritime regulations applicable to the prevention and fighting of fires on board a vessel
b. Work is	1 as a member of a team within defined firefighting situations, with some responsibility for self and others in achieving the

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Range Statement

TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL

performed:		prescribed outcomes
c. Work involves:	1	the application of prescribed principles and practice to the prevention and fighting of fires on board a vessel. Participation as a member of a firefighting team is involved
d. Work requires:	1	some judgement and teamwork in the execution of prescribed procedures for the fighting of fires that may occur on board a vessel

2. WORKSITE ENVIRONMENT

a Vessel may include:	1	any Australian or international commercial vessel
b Fires on board a vessel may occur:	1	by day or night in both normal and emergency situations
	2	under any possible conditions of weather and loading
	3	while underway
	4	during berthing and unberthing operations
	5	while anchoring or mooring
	6	while in port
	7	while moored or at anchor
c Types of fires which may occur on board a vessel include:	1	Classes A, B, C and F in the standard classification of fires

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Range Statement (**continued**)

TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL

VARIABLE	SCOPE
d Fire hazard minimisation procedures may include:	1 housekeeping in work areas 2 following of fire safety procedures 3 checking and maintaining shipboard fire prevention systems 4 identification and elimination or minimisation of fire hazards 5 precautions when using and storing flammable materials 6 precautions that need to be taken when responding to an electrical fire 7 precautions that need to be taken when responding to uptake and hydrogen fires
e Firefighting equipment, appliances and systems may include:	1 portable fire extinguishers, including foam, water, CO_2, dry chemical and wet foam 2 fire blankets 3 CO_2 fixed systems 4 foam installations, including semi-portable and fixed systems 5 sprinkler systems 6 fire pumps (main and emergency fire pump) 7 fire hoses, hydrants, branches and international shore connection
f Personal	1 fire-resistant clothing

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Range Statement (**continued**) **TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL**	
protection clothing and equipment may include:	2 self-contained breathing apparatus (SCBA) 3 masks 4 eye and ear protection 5 gloves 6 boots
g Consumable materials and items that may used in fire detection and firefighting equipment may include:	1 dry and wet chemicals used in fire extinguishers 2 batteries for fire detectors

Range Statement (**continued**) **TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL**	
h Sources of information and documentation may include:	1 relevant maritime regulations applicable to the prevention and fighting of fires on board a vessel 2 vessel's instructions and procedures concerning minimisation of the risk of fire 3 publications on marine fire prevention and minimisation and emergency response 4 fire detection, firefighting and safety equipment operational and maintenance instructions and recommended procedures 5 instructions of relevant maritime authorities related to the maintenance and serviceability of shipboard firefighting and safety equipment and systems

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Range Statement (**continued**) **TDMMF6207A PREVENT, CONTROL AND FIGHT FIRES ON BOARD AN OCEAN-GOING VESSEL**	
i Applicable regulations and legislation may include:	1 IMO STCW 95 Convention and Code 2 relevant sections of AMSA Marine Orders related to the prevention and fighting of fires on board a vessel 3 applicable regulations for the maintenance of fire detection, firefighting and safety equipment and systems 4 relevant international, Commonwealth, State and Territory OH&S legislation

Unit Sector(s)

Not applicable.

Field

Field MF Operational Quality and Safety

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR:

This unit involves the basic skills and knowledge required to fulfil personal safety and social responsibilities on board a commercial ocean-going vessel. **This includes following and applying established maritime safe working practices and procedures and hazard control strategies**, **communicating and interacting effectively with others in the course of shipboard duties**, **performing allocated duties**, **observing of expected standards of work and behaviour and following established emergency response procedures**.

This unit incorporates the content of the previous four units *TDMMF701B Observe safe working practices'*, *'TDMML201A Contribute to effective human relationships on board a vessel*, *TDMME101A Understand orders and be understood in relation to shipboard duties* and *TDMMF801B Comply with emergency procedures* as it applies to ocean-going vessels. **It aligns with the AMSA approved course**: ***SC004 Personal Safety and Social Responsibilities***

Application of the Unit

Application of the unit	The unit covers mandatory requirements in basic personal safety and social responsibilities, including emergency procedures on ocean-going vessels and has applications in qualifications for Integrated Ratings, Watchkeeper, Master (Less than 500 GT) and Master (Unlimited), Engineer Watchkeepers and Chief Engineers, i.e. Certificate III in Transport&Distribution(Maritime Operations - Integrated Rating), Diploma of Transport&Distribution(Maritime Operations - Deck Watchkeeper), Advanced Diploma of Transport&Distribution(Maritime Operations - Master Unlimited), Diploma of Transport&Distribution(Marine Engineering - Engineer Watchkeeper), Advanced Diploma of

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	Transport&Distribution(Marine Engineering Class 1). Advanced Diploma of Transport&Distribution(Marine Engineering Class 2).

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory minimum requirements for basic personal safety and social responsibilities, including emergency procedures on ocean-going vessels. This includes applicable sections of STCW 95 and AMSA certification and regulatory requirements under Marine Orders Part 3, Seagoing Qualifications, Issue 6.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide*.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
• • **Follow workplace procedures for hazard identification and**	a Safety regulations and established vessel's safety and hazard control practices and procedures are obtained, interpreted and applied to work activities b Workplace procedures for OH&S and related work instructions for controlling risks on board a vessel are

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ELEMENT	PERFORMANCE CRITERIA
risk control •	accurately followed

ELEMENT	PERFORMANCE CRITERIA
• • **Follow workplace procedures for hazard identification and risk control** (**continued**) •	c Workplace procedures for dealing with shipboard accidents, fire and emergencies are interpreted and followed d Hazards in the workplace are identified and appropriate action is taken to report them and to minimise or eliminate risk to personnel, vessel and the environment e Where relevant, procedures and precautions necessary for entry into a pump room, fuel tanks or other confined spaces on a vessel are correctly followed f Personal protective clothing and equipment is correctly used as per established shipboard safety practices and procedures
• • **Contribute to arrangements for the management of OH&S**	a OH&S issues and identified safety hazards are raised with designated personnel b A contribution is made to participative arrangements for OH&S management in the workplace within limits of personal responsibilities c OH&S issues are raised with designated personnel.
• • **Complete OH&S records**	a OH&S records for self are correctly completed b Legal requirements for the maintenance of records of occupational injury and diseases are followed
4 Contribute to	a Personal responsibilities on board a vessel are fulfilled

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ELEMENT	PERFORMANCE CRITERIA	
the effective human relationships	b	A effective contribution is made to the achievement of a harmonious working environment on board a vessel
	c	Assistance and encouragement are provided to others in workplace activities
	d	A contribution is made to the resolution of conflicts by participating in mediation and negotiations fairly, honestly and effectively
	e	Appropriate action is taken to avoid and prevent harassment of others and to respect the religious and cultural habits of other crew members
	f	Appropriate standards of hygiene and cleanliness are maintained to the standards required when living in a shipboard community
	g	Credit for achievements is appropriately shared with others in the crew
	h	Appropriate precautions are taken to avoid contributing to the spread of AIDS and other communicable diseases
	i	A good example is provided to others of a responsible, fair, sympathetic, equitable and diligent member of the shipboard team

ELEMENT	PERFORMANCE CRITERIA	
• • **Observe standards of work and behaviour**	a	Work is carried out as per established performance standards
	b	Feedback on assessed work performance is acknowledged and acted upon
	c	Personal skills and knowledge are developed through on-board training and other means to ensure an effective contribution to shipboard work activities
	d	Employment conditions are known, interpreted and followed

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ELEMENT	PERFORMANCE CRITERIA
	e Individual rights and responsibilities on board a vessel are interpreted and fulfilled f Drug and alcohol abuse on board vessel is avoided g Appropriate precautions are taken to prevent pollution of the marine environment
• • **Communicate with officers, crew and others**	a Orders are attended to, interpreted and implemented b Effective listening skills are demonstrated c Questions are used to gain additional information d Verbal and written communication with others in the performance of duties is clear and precise and uses the standard nautical vocabulary e Misunderstandings in communications are avoided using appropriate confirmation techniques and established practice f Appropriate techniques are used when communicating with others in multilingual crew to ensure that communication is effective and messages are clearly understood g Various forms of non-verbal communication are appropriately used when working and communicating with others in the course of shipboard duties
• • **Participate in work group discussions** •	a Responses are sought and provided to others in the group b Constructive contributions are made in terms of the process involved c Goals and outcomes are communicated and recorded
• • **Follow established**	a Emergency situations are correctly recognised and identified b Correct action is taken on discovery of an actual or potential

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ELEMENT	PERFORMANCE CRITERIA	
emergency procedures		emergency
	c	Information given on raising alarm is prompt, accurate, complete and clear

ELEMENT	PERFORMANCE CRITERIA	
• • • • **Follow established emergency procedures** • (**continued**)	d	Vessel's contingency plans for emergency response are interpreted and implemented in real and simulated emergency situations
	e	Escape routes and internal and eternal communications and alarm systems are correctly used in real and simulated emergency situations
	f	Emergency communications and alarm signals and systems are recognised and interpreted and required action implemented
	g	Planned damage control procedures for dealing with damage to the vessel and its hull are implemented
• • **Follow basic procedures for the use of lifesaving appliances**	a	Participation in lifesaving drills confirms readiness to correctly carry out lifesaving procedures and use lifesaving appliances
	b	Basic procedures for the use of various shipboard lifesaving appliances are followed as per regulatory requirements, manufacturer's instructions and company requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant sections of applicable maritime regulations

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REQUIRED KNOWLEDGE

2 ISM Code and other safety management system procedures

3 The provisions of OH&S Acts, regulations and codes of practice relevant to vessel operations

4 The ways in which OH&S is managed on the vessel, for example:

- a policies
- b procedures
- c plant and equipment operation and maintenance
- d hazard identification
- e risk assessment and control
- f OH&S instruction and training
- g provision of OH&S information

5 Hazards and causes of shipboard accidents

6 The preferred order of ways to control risks on a vessel (known as the hierarchy of control);

7 Procedures with respect to entry into an enclosed space

8 Workplace OH&S procedures relevant to the work being undertaken, including procedures for:

- a recognising and reporting on hazards, for example, work area inspections
- b work operations to control risks, for example, permit to work systems and isolation procedures
- c responding to accidents, fires and emergencies
- d raising OH&S issues
- e employee participation in OH&S management, for example, consultative or OH&S committees and joint employer/employee inspections

9 Designated personnel responsible for OH&S on board a vessel

10 The meaning of OH&S symbols found on signs and labels on board a vessel

11 Regulatory requirements for shipboard emergency drills and musters

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REQUIRED KNOWLEDGE

12 Types of emergency situations that may occur on a vessel and required individual and crew response when various actual or potential emergency situations are identified

13 Emergency alarm signals and systems in use on vessels and procedures to be followed when an emergency alarm is raised

14 Emergency and personal safety and survival equipment available on a vessel and procedures for their use

15 Escape routes and internal and external communications systems and alarms on board a vessel

16 Potential sources of marine pollution by a vessel

17 Effects of various types of pollution of the marine environment

18 Procedures and processes for disposal of operational wastes on a vessel

19 Precautions and procedures to prevent accidental pollution during vessel operations

20 Anti-discrimination and harassment policies and regulations

21 Personnel responsibilities, obligations and entitlements as per relevant industrial relations requirements

22 Instructions, standards and procedures for social behaviour, shipboard work and emergency situations

23 Principles of effective social interaction and teamwork on board a vessel

24 Conflict resolution and mediation strategies and techniques used on board a vessel

25 Appropriate standards of hygiene and cleanliness required when living in an on-board community

26 The dangers of drug and alcohol abuse on board ship

27 The dangers of AIDS and other venereal diseases

28 Basic written, verbal and non-verbal communication practices, protocols and procedures for communicating with others on board a vessel

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Procedures and processes for disposal of operational wastes on a vessel

18

29 Standard nautical vocabulary as per the 'IMO Standard Marine Communication Phrases' publication

30 Techniques for communicating effectively with other members of a multilingual crew

31 Barriers to effective communication and how to overcome them

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Receive and interpret oral and written orders and instructions

2 Interpret and apply established communication practices, including standard marine terms and phrases

3 Interpret and follow operational and emergency procedures and instructions

4 Recognise and interpret non-verbal communications

5 Communicate with multilingual crew where applicable using established techniques

6 Work and interact safely and collaboratively with others in the course of work activities

7 Contribute to effective human relationships on board a vessel

8 Respond appropriately to shipboard emergency situations

9 Contribute to the resolution of any interpersonal conflict

10 Recognise safety problems and hazards that may occur on a vessel and take appropriate action

11 Practise the required standards of hygiene and cleanliness required when living in an on-board community

12 Take action to avoid discrimination and harassment and report any identified incidents in accordance with policies and regulations

13 Identify interpersonal relationship problems that may arise during operations on a

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REQUIRED SKILLS

vessel and take appropriate action to resolve problems identified

14 Take appropriate precautions to prevent pollution of the marine environment

15 Use emergency and personal safety and survival equipment

16 Select and use appropriate communications equipment if required

Evidence Guide

Evidence Guide

TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Respond to shipboard emergency situations b Take precautions to prevent pollution of the marine environment c Observe safe working practices d Communicate with other members of the vessel's crew e Contribute to effective human relationships on board a vessel
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 responding to shipboard emergency situations 2 taking precautions to prevent pollution of the marine

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Evidence Guide

TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

environment

3 observing safe working practices

4 communicating with other members of the vessel's crew

5 contributing to effective human relationships on board a vessel

c Shows evidence of application of relevant workplace procedures, including:

1 ISM Code and associated vessel's safety management system and procedures

2 OH&S legislation and regulations and hazard prevention policies and procedures

3 operational and emergency procedures

4 standards for social behaviour and shipboard work

5 on-board housekeeping processes

6 waste, pollution and recycling management processes

d Action is taken promptly to report and/or rectify hazards, emergencies, safety risks, and interpersonal incidents and problems as per established procedures

e Work is completed systematically with required attention to detail

f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others

Evidence Guide (**continued**)

TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

Context of	a Assessment of competency must comply with the assessment

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Evidence Guide (continued) **TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES**	
3 assessment	requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a participate in a range of practical and theoretical assignments, exercises, case studies and other assessments that demonstrate the skills and knowledge to observe personal safety and social responsibilities on board a vessel; and/or b demonstrate observation of personal safety and social responsibilities in the course of work on an operational commercial or training vessel

Range Statement

Range Statement **TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	**SCOPE**

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Range Statement

TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

1. GENERAL CONTEXT

a. Work must be carried out:	1	in compliance with the relevant maritime and OH&S regulations
b. Work is performed:	1	either individually or in a team environment with some accountability for the safety of self and others
c. Work involves:	1	the application of known and established regulations, practices and procedures to react in an appropriate manner during a shipboard emergency, to act appropriately with respect to personal and crew safety, and to be able to maintain good relations with others in a shipboard environment

2. WORKSITE ENVIRONMENT

a Vessel may include:	1	any Australian or international commercial vessel
b Work may be conducted:	1	in enclosed spaces, exposed conditions and controlled or open environment
c Safe working practices and hazard control strategies must be applied at all times, including:	1	by day or night in both normal and emergency situations
	2	under any permissible conditions of weather and loading
	3	while underway
	4	during berthing and unberthing operations
	5	while anchoring or mooring

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Range Statement **TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES**	
	6 when slipped or in dry dock 7 when bunkering 8 during cargo, fishing or passenger operations

Range Statement (**continued**) **TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES**	
VARIABLE	**SCOPE**
d Emergencies may include:	1 fire or explosion 2 collision 3 grounding 4 foundering 5 oil spill 6 accident involving dangerous goods 7 loss of propulsion power 8 loss of electrical power 9 loss of steering 10 flooding of vessel 11 loss of refrigeration 12 loss of water making ability or fresh water stowage 13 fuel oil, lubrication oil, steam and gas leaks 14 overheating and overspeed of machinery, governors,

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Range Statement (**continued**) **TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES**	
	emergency trips
	15 cyclones and other severe weather conditions
e Shipboard emergency signals include:	1 general alarm 2 fire alarm 3 abandon ship signal 4 CO_2alarm 5 while anchoring or mooring 6 when slipped or in dry dock 7 when bunkering 8 during cargo, fishing or passenger operations
f Workplace hazards may include:	1 moving heavy loads in an unsafe work environment 2 unsecured machinery, components, cargo or repair equipment 3 slippery deck 4 welding equipment

Range Statement (**continued**) **TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES**	
VARIABLE	**SCOPE**

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Range Statement (**continued**)

TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

g Workplace hazards may include: (**continued**)	5 sharp tools and implements 6 power tools 7 moving and rotating machinery 8 flammable liquids, vapours and fuel 9 faulty machinery equipment handling equipment and lifting gear 10 using equipment beyond safe working limits 11 poor housekeeping procedures 12 non-compliance with safe working procedures 13 electrical wiring and systems 14 hot pipes and valves (steam, fuel oil, lubricating oil) 15 cold pipes and valves (refrigeration and liquefied gas cargoes) 16 working at heights 17 exposed electrical circuits 18 toxic gases, chemicals and other harmful substances 19 damaged cargo and containers
h Hazard identification may include activities associated with:	1 checking equipment or the work area before work commences and during work 2 workplace inspections 3 housekeeping
i Personnel on board a vessel	1 vessel's officers and crew 2 passengers

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Range Statement (**continued**)

TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

may include:	3 contractors 4 official representatives
j OH&S participative arrangements may include:	1 formal and informal meetings which include OH&S 2 participating on an OH&S committees 3 other committees for example: consultative, planning and purchasing 4 participating as a health and safety representative on board a vessel 5 making suggestions, requests, reports and concerns related to OH&S

Range Statement (**continued**)

TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

VARIABLE	**SCOPE**
k Designated personnel may include:	1 vessel's officers 2 senior crew members 3 management OH&S personnel 4 other persons authorised or nominated by the company or vessel's officers to: i perform specified work ii approve specified work

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Range Statement (**continued**)

TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

	iii inspect specified work iv direct specified work
l Personal safety equipment may include:	1 ear muffs, gloves and safety boots 2 goggles (for chemical or solid dangers) 3 safety helmets 4 dust masks 5 breathing apparatus and respirators 6 safety harnesses
m Documentation and records may include	1 relevant maritime regulations 2 company operational and emergency procedures 3 orders given by a master, skipper or a senior member of the crew 4 ISM Code and safety management system plans, procedures, checklists and instructions 5 safety management policies, emergency contingency plans and procedures 6 work and safety signs and symbols 7 records required under OH&S legislation, for example: i workers' compensation and rehabilitation records ii hazardous substances registers iii material safety data sheets iv major accident/injury notifications v manufacturer's and supplier's OH&S information

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Range Statement (**continued**)

TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

	vi OH&S audits and inspection reports

Range Statement (**continued**)

TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES

VARIABLE	SCOPE
m Documentation and records may include (**continued**)	vii maintenance and testing reports viii workplace environmental monitoring and health surveillance records ix records of instruction and training x first aid/medical post records 8 machinery/equipment manuals 9 publications of standard marine communication terminology 10 industrial award requirements 11 anti-discrimination and equal employment policies and regulations 12 pollution control requirements
n Applicable regulations and legislation may include:	1 relevant sections of Commonwealth, State and Territory and international maritime regulations 2 relevant international, Commonwealth, State and Territory OH&S legislation 3 SOLAS Convention 4 anti-discrimination and equal employment regulations

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Range Statement (**continued**) **TDMMF5607A OBSERVE PERSONAL SAFETY AND SOCIAL RESPONSIBILITIES**
5 pollution control regulations

Unit Sector(s)

Not applicable.

Field

Field MF Operational Quality and Safety

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the basic skills and knowledge required to prevent, fight and extinguish fires on board a commercial coastal vessel, including taking action to minimise the risk of fire, maintaining a state of readiness to respond to fire emergencies, operating portable firefighting equipment, and carrying out firefighting operations.** **This unit incorporates the content of the previous units *TDMMF5302A Fight and extinguish fires on board a commercial vessel* and *TDMMF1201A Minimise the risk of fire and maintain a state of readiness to respond to emergency situations involving fire*, as it applies to coastal vessels.**

Application of the Unit

Application of the unit	The unit covers mandatory requirements in basic firefighting skills on coastal vessels and has applications in qualifications for Coxswain, Master 5, Master 4, Skipper 3, Skipper 2, Marine Engine Drivers 1, 2 and 3 and Marine Engineer Grade 3, i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain), Certificate III in Transport&Distribution (Coastal Maritime Operations - Master Class 5), Certificate IV in Transport&Distribution (Coastal Maritime Operations - Master Class 4), Certificate II in Transport&Distribution (Marine Engine Driving - Grade 3), Certificate III in Transport&Distribution (Marine Engine Driving - Grade 2), Certificate IV in Transport&Distribution (Marine Engine Driving - Grade 1), Diploma of Transport&Distribution (Coastal Marine Engineering - Class 3).

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Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory minimum requirements for basic fire prevention and firefighting on coastal vessels. This includes applicable sections of the National Standard for Commercial Vessels and State/Territory Maritime licensing and regulatory requirements.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide*.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Carry out fire minimisation procedures	a Fire hazards on board vessel are identified and action is taken to eliminate or minimise them b Responsibilities for checking fire prevention equipment and systems are fulfilled and appropriate action is taken to ensure that they are operational c A state of readiness to respond to fire emergencies is maintained at all times

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ELEMENT	PERFORMANCE CRITERIA
2 Respond to emergency situations involving fire	a Emergency situations involving fire are correctly identified b Type of fire is identified as per the established classification system for fires c Initial action on becoming aware of fire emergency is in conformity with established practices and procedures d Action taken is timely and appropriate for seriousness of the fire emergency e Action taken on identifying muster signals for a fire emergency is appropriate and complies with established procedures f Appropriate precautions and procedures are implemented when responding to fires involving electricity g Communications are clear and concise at all times and instructions are acknowledged in a timely manner
3 Operate portable firefighting equipment	a Classes of fires are correctly identified in accordance with accepted firefighting practice b Correct portable firefighting equipment is selected and used to fight specific classes of fires c Fires are correctly extinguished with a fire blanket in accordance with accepted firefighting practice d Correct techniques are applied for the use of hose lines to extinguish fires on board a vessel
4 Carry out firefighting operations	a Correct procedures and techniques are followed when fighting fires in simulated or real fire emergencies b Safety clothing, appliances and equipment are appropriate to the nature of the firefighting operations

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ELEMENT	PERFORMANCE CRITERIA
	c Extinguishment of a fire is achieved using appropriate procedures, techniques, equipment and firefighting agents d Correct portable fire extinguisher(s) are selected and used for the class of fire involved in a fire emergency e Appropriate safety precautions and procedures are applied when fighting fires in accordance with regulatory requirements, vessel's procedures and established firefighting practice

ELEMENT	PERFORMANCE CRITERIA
4 Carry out firefighting operations (**continued**)	f The timing and sequence of individual actions when fighting fires on board a vessel are appropriate to the prevailing circumstances and conditions g Upper deck and below deck fires are extinguished using appropriate firefighting equipment and procedures as a member of a firefighting team in accordance with accepted firefighting practice h Lifelines are correctly used during interior firefighting operations i Correct procedures are followed when operating fixed fire detection and extinguishing systems in machinery spaces k Emergency fuels and ventilation shut-offs are operated correctly l Boundary cooling techniques are followed m Fixed fire extinguisher systems are operated and tested correctly

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Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant maritime regulations concerning basic fire prevention and firefighting on board a coastal vessel

2 The chemistry of fire and its relationship to materials typically carried on coastal vessels

3 Principles underlying the spread of fire and its extinguishment, including

- a the elements of fire and explosion (the fire triangle)
- b types and sources of ignition
- c flammable materials and fire hazards
- d factors that influence the spread of fire

4 The importance of constant vigilance in fire prevention and minimisation

5 Principles underlying the spread of fire and its extinguishment

6 The different classes of fire, their characteristics and strategies and equipment needed for their extinguishment

7 Firefighting clothing, outfits and personal safety equipment used when fighting a fire on board a coastal vessel

8 Types of fire detection, firefighting appliances, equipment and systems and emergency shut-offs used on coastal vessels, their features, principles of operation and the procedures for their use and maintenance

9 Fixed fire prevention and extinguishing installations used on coastal vessels and their principles of operation, including machinery space systems

10 Firefighting techniques, agents and precautions applicable to different classes of fire on board a coastal vessel

11 Maritime communication techniques applicable to fire prevention and firefighting activities on board a vessel

12 Problems that can occur with shipboard fire detection and firefighting equipment and operations and appropriate remedial action and solutions

13 Sources of information on shipboard fire prevention and extinguishment

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REQUIRED KNOWLEDGE

14 Procedures to be followed in the event of an engine room fire

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Communicate effectively with other personnel and passengers during simulated and real fire emergencies

2 Read and interpret and follow instructions on fire emergency procedures and on the use of fire prevention and firefighting equipment

3 Recognise and interpret fire alarms

4 Work collaboratively with shipboard personnel and passengers during a fire emergency

5 Use portable fire extinguishers as per operating instructions

6 Recognise fire hazards on a coastal vessel and take appropriate action to report them and minimise them

7 Determine the type and extent of a fire and take appropriate action

8 Operate emergency shut-offs

9 Operate fixed installation controls, fire detection and extinguishing systems

10 Operate fire hoses, branches, nozzles and fire pumps

11 Conduct effective boundary cooling

12 Use water spray as an effective firefighting agent

Evidence Guide

Evidence Guide

TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL

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Evidence Guide

TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Participate in simulated on-board firefighting activities b Participate in on-board and interior search and rescue and firefighting teams c Implement OH&S principles and policies when carrying out firefighting duties d Communicate effectively with others as required during fire emergencies
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 implementing the implementation of fire prevention measures and procedures 2 identifying and evaluating firefighting problems and determining appropriate courses of action 3 participating as a member of an interior search and rescue and firefighting team on board a vessel 4 assessing the operational capability of firefighting appliances, equipment and systems and taking any required maintenance or replenishment action c Shows evidence of application of relevant workplace procedures, including: 1 relevant maritime regulations

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Evidence Guide

TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL

	2 safety management system procedures, where applicable 3 OH&S regulations and hazard prevention policies and procedures 4 relevant manufacturer's guidelines relating to the use of fire detection and firefighting equipment and systems, including instructions on equipment capability and limitations 5 on-board housekeeping practices and fire hazard prevention measures 6 fire prevention procedures and policies

Evidence Guide (**continued**)

TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL

2	**Evidence required for demonstration of consistent performance** (**continued**)	d Action taken promptly to report and/or rectify fire hazards and faulty fire detection and firefighting, equipment and systems in accordance with established procedures e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others
3	**Context of assessment**	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and

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Evidence Guide (continued) **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**	
	2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to carry out firefighting activities on board a vessel; and/or b assist in firefighting drills on board an operational vessel Note: Simulated firefighting assessment exercises may require access to a fire training and assessment facility capable of simulating firefighting activities in a marine environment. Assessments must be conducted in accordance with relevant OH&S requirements. Protective clothing must be worn in accordance with current maritime practices and Australian OH&S standards. Simulated conditions should provide realistic simulated shipboard conditions, including, where practical, conduct of activities in darkness.

Range Statement

Range Statement **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	**SCOPE**
1. GENERAL CONTEXT	

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Range Statement **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**		
a. **Work must be carried out**:	1	in compliance with the relevant maritime regulations.
b. **Work is performed**:	1	as a member of a team within defined firefighting situations, with some responsibility for self and others in achieving the prescribed outcomes.
c. **Work involves**:	1	the application of prescribed principles and practice to the prevention and fighting of fires on board a vessel. Participation as a member of a firefighting team is involved.
d. **Work requires**:	1	some judgement and teamwork in the execution of prescribed procedures for the fighting of fires that may occur on board a vessel.

2. **WORKSITE ENVIRONMENT**

a Vessel may include:	1	any Australian coastal vessel
b Fires on board a vessel may occur:	1	by day or night in both normal and emergency situations
	2	under any possible conditions of weather and loading
	3	while underway
	4	during berthing and unberthing operations
	5	while anchoring or mooring
	6	while in port
	7	while moored or at anchor

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Range Statement **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**	
	8 loading or unloading
c Types of fires which may occur on board a vessel include:	1 The standard classification of fires

Range Statement (**continued**) **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**	
VARIABLE	**SCOPE**
d Firefighting equipment, **appliances and systems may include**:	1 portable fire extinguishers, including foam, water, CO_2, dry chemical and wet foam 2 fire blankets 3 foam installations, including semi-portable and fixed systems 4 sprinkler systems 5 fire pumps (main and emergency fire pump) 6 fire hoses, hydrants, branches and international shore connection 7 fixed engine room installations, including gas/powder and other agents
e Personal protection clothing and	1 fire-resistant clothing 2 masks

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Range Statement (**continued**) **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**		
	equipment may include:	3 eye and ear protection 4 gloves and boots
f	**Documentation and records may include**:	1 relevant maritime regulations 2 safety management system 3 firefighting and safety equipment operational and maintenance instructions and recommended procedures 4 instructions of relevant maritime authorities related to the maintenance and serviceability of shipboard firefighting and safety equipment and systems
g	**Applicable legislation, regulations and codes may include**:	1 relevant regulations of State/Territory marine authorities 2 the National Standard for Commercial Vessels 3 regulations for the maintenance of fire detection, firefighting and safety equipment and systems

Unit Sector(s)

Not applicable.

Field

Field MF Operational Quality and Safety

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to follow and apply established maritime OH&S working practices and procedures and hazard control strategies on a coastal vessel and to take appropriate initial action on becoming aware of an emergency, and to follow established emergency response procedures.** (**This unit incorporates the content of the previous units *TDMMF701B Observe safe working practices* and *TDMMF801B Comply with emergency procedures* as it applied to coastal vessels**)

Application of the Unit

Application of the unit	The unit covers mandatory requirements in basic pre-sea safety and emergency procedures on coastal vessels and has applications in qualifications for Coxswain, Master 5, Master 4, Skipper 3, Skipper 2, Marine Engine Drivers 1, 2 and 3 and Marine Engineer Grade 3, i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain), Certificate III in Transport&Distribution (Coastal Maritime Operations - Master Class 5), Certificate IV in Transport&Distribution (Coastal Maritime Operations - Master Class 4), Certificate II in Transport&Distribution (Marine Engine Driving - Grade 3), Certificate III in Transport&Distribution (Marine Engine Driving - Grade 2), Certificate IV in Transport&Distribution (Marine Engine Driving - Grade 1), Diploma of Transport&Distribution (Coastal Marine Engineering - Class 3).

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Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory minimum requirements for basic pre-sea safety and emergency procedures on coastal vessels. This includes applicable sections of the National Standard for Commercial Vessels and State/Territory Maritime licensing and regulatory requirements.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and follow workplace procedures for hazard identification and risk control	a Safety regulations and vessel's safety and hazard control practices and procedures are obtained, interpreted and applied to day-to-day work activities b Workplace procedures for OH&S and related work instructions for controlling risks on board a vessel are accurately followed c Workplace procedures for dealing with shipboard accidents, fire and emergencies are known and followed d Hazards in the workplace are identified and appropriate action is taken to report them and to minimise or eliminate risk to personnel, vessel and the environment

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ELEMENT	PERFORMANCE CRITERIA
1 Identify and follow workplace procedures for hazard identification and risk control (**continued**)	e Where relevant, procedures and precautions necessary for entry into a pump room, fuel tanks or other confined spaces on a vessel are correctly followed f Personal protection clothing and equipment is correctly used in accordance with established shipboard safety practices and procedures g Appropriate assistance is provided in the event of a shipboard emergency to secure the vessel and its machinery and equipment and to maintain the safety of the vessel and persons involved
2 Contribute to arrangements for the management of OH&S	a OH&S issues and identified safety hazards are raised with designated personnel in accordance with workplace procedures and relevant OH&S legislation b Contributions to OH&S management in the workplace are made within workplace procedures and provisions of relevant legislation c OH&S issues are raised with designated personnel in accordance with workplace procedures and relevant OH&S legislation. d Contributions to participative arrangements for OH&S management in the workplace are made within vessel's procedures and scope of responsibilities and competencies
3 Complete OH&S records	a OH&S records are completed in accordance with workplace requirements b Records of occupational injury and diseases are completed as per legal requirements
4 Take action	a Emergency situations are correctly recognised and identified

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ELEMENT	PERFORMANCE CRITERIA
on becoming aware of an emergency	b Response to an emergency situation follows vessel's established emergency response procedures c Correct action is taken on discovery of an actual or potential emergency in accordance with established vessel procedures d Information given on raising alarm is prompt, accurate, complete and clear
5 Follow established emergency procedures	a Vessel's contingency plans for emergency response are known and are implemented in real and simulated emergency situations

ELEMENT	PERFORMANCE CRITERIA
5 Follow established emergency procedures (**continued**)	b Escape routes and internal and external communications and alarm systems are correctly used in real and simulated emergency situations as per regulatory requirements and established procedures c Emergency communications and alarm signals and systems are correctly interpreted and required action is implemented as per emergency procedures and regulatory requirements d Planned damage control procedures for dealing with damage to the vessel and its hull are implemented as per company procedures and regulatory requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant maritime regulations

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REQUIRED KNOWLEDGE

2 The provisions of OH&S Acts, regulations and codes of practice relevant to the workplace, including the rights and responsibilities of the workplace parties under OH&S Acts, regulations and codes of practice;

3 The ways in which OH&S is managed on a coastal vessel, and activities required under OH&S legislation, for example:

a relevant policies and procedures

b equipment operation and maintenance

c hazard identification

d risk assessment and control

e OH&S instruction and training requirements

f requirements for the provision of OH&S information to crew and passengers

4 Hazards that exist on a coastal vessel

5 The preferred order of ways to control risks on a coastal vessel (known as the hierarchy of control)

6 Workplace OH&S procedures relevant to the work being undertaken, including procedures for:

a recognising and reporting on hazards, for example, work area inspections

b procedures and precautions for entering and working in confined spaces

c work operations to control risks, for example, permit to work systems and isolation procedures

d responding to accidents, fires and emergencies

e raising OH&S issues

f employee participation in OH&S management, for example, consultative or OH&S committees on a vessel and joint employer/employee inspections

7 The meaning of OH&S symbols found on signs and labels in the workplace

8 Designated personnel responsible for OH&S on board a vessel

9 Indications of various types of emergency situations that may occur on a coastal vessel and the action to be followed when various types of actual or potential emergency situations are identified

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REQUIRED KNOWLEDGE

10 Emergency alarm signals and systems in use on coastal vessels and procedures to be followed when an emergency alarm is raised

11 Escape routes and internal and external communication systems and alarms on board a vessel

12 Ways of controlling damage during a fire or flooding emergency on a coastal vessel

13 Communication techniques used during emergencies on a coastal vessel

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Use basic verbal communication skills

2 Read and interpret OH&S and emergency instructions and procedures

3 Work safely and collaboratively with others when implementing OH&S requirements and emergency procedures

4 Give instructions and directions on safety issues and emergency procedures on a coastal vessel

5 Recognise safety problems and hazards that may occur on a coastal vessel and take appropriate action

6 Complete required documents related to safety incidents or emergencies that may occur on a vessel

7 Adapt to any changes in safety and emergency equipment and procedures in the workplace

8 Use emergency and safety equipment as per operating instructions

9 Recognise faulty emergency and safety equipment and take appropriate action

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Evidence Guide

Evidence Guide

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Follow OH&S procedures, including hazard identification and risk control b Contribute to arrangements for the management of OH&S on board a vessel c Complete OH&S records and other documentation as required d Take appropriate action in the event of discovering a shipboard emergency e Follow vessel's contingency plans for emergency response f Follow procedures for the use of various safety and emergency equipment on a coastal vessel g Implement damage control following a shipboard emergency as per instructions h Identify typical problems that may occur during a shipboard emergency and take appropriate action i Communicate effectively with others on workplace safety matters and during shipboard emergencies j Participate in drills to prepare shipboard personnel for emergency response
2 Evidence required for demonstration of consistent	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when:

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Evidence Guide

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

performance	1 following workplace OH&S procedures on board a coastal vessel 2 contributing to arrangements for the management of OH&S on board a coastal vessel 3 completing OH&S records as required 4 implementing emergency procedures (during real and simulated emergency situations) 5 participating in drills aimed at preparing shipboard personnel to implement emergency response plans c Shows evidence of application of relevant workplace procedures, including: 1 relevant maritime regulations 2 OH&S regulations and hazard prevention policies and procedures 3 relevant procedures and regulations relating to shipboard emergencies and damage control

Evidence Guide (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

2 Evidence required for demonstration of consistent performance (**continued**)	4 shipboard safety procedures 5 environmental protection during emergencies d Action is taken promptly to report and/or rectify shipboard emergencies in accordance with established procedures e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others

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Evidence Guide (continued) **TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL**	
3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a participate in a range of role plays, case studies and/or other simulated practical and knowledge assessments that demonstrate the skills and knowledge to follow OH&S and emergency procedures on board a coastal commercial vessel; and/or b follow OH&S and emergency procedures during real operations and simulated emergency situations on board an operational coastal commercial vessel

Range Statement

Range Statement

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

The Range Statement relates to the unit of competency as a whole. It allows for

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Range Statement

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant maritime and OH&S regulations.
b. Work is performed:	1 either individually or in a team environment with some accountability for the safety of self and others.
c. Work involves:	1 involves the application of known and established safe working and hazard control practices and procedures across a variety of normal and emergency contexts on a coastal vessel
2. WORKSITE ENVIRONMENT	
a Vessel may include:	1 any Australian coastal commercial vessel less than 80 metres
b Safe working practices and hazard control strategies must be applied at all times, including:	1 by day or night in both normal and emergency situations 2 under any permissible conditions of weather and loading 3 while underway or berthed 4 during berthing and unberthing operations 5 while anchoring or mooring 6 when slipped or in dry dock 7 when bunkering

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Range Statement **TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL**	
	8 during cargo, fishing or passenger operations 6 when refuelling operations 7 during cargo handling operations
c Emergencies may include:	1 collision with another vessel

Range Statement (**continued**) **TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL**	
VARIABLE	**SCOPE**
c Emergencies may include: (**continued**)	2 fire or explosion on board vessel 3 flooding of vessel 4 loss of steering control 5 loss of motive power 6 foundering 7 grounding 8 beaching a vessel 9 person overboard 10 person unconscious in a confined space 11 rescue and evacuation of injured personnel 12 severe weather

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Range Statement (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

	13 fishing gear caught on a submerged obstruction
d Damage control measures in an emergency may include:	1 use of appropriate firefighting equipment and techniques such as various types of fire extinguishers, fire blankets, fire hoses and nozzles 2 activation of fixed firefighting sprinklers and systems 3 removal of fuel or heat source 4 operation of bilge pump 5 operation of a portable salvage pump
e Emergency equipment may include:	1 portable firefighting equipment 2 survival equipment found on a small vessel, including life-jackets and survival craft 3 confined space harnesses and hoists 4 tools and other equipment found on a small vessel
f Workplace hazards may include:	1 moving heavy loads in an unsafe work environment 2 unsecured machinery, components, cargo or repair equipment 3 slippery deck 4 welding equipment 5 sharp tools and implements

Range Statement (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

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Range Statement (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

VARIABLE	SCOPE
f Workplace hazards may include: (**continued**)	6 power tools 7 moving and rotating machinery 8 flammable liquids, vapours and fuel 9 faulty machinery equipment handling equipment and lifting gear 10 using equipment beyond safe working limits 11 poor housekeeping procedures 12 non-compliance with safe working procedures 13 electrical wiring and systems 14 hot pipes and valves (e.g. steam, fuel oil, lubricating oil) 15 cold pipes and valves (e.g. refrigeration and liquefied gas cargoes) 16 working at heights 17 working in a confined space (potential lack of oxygen, toxic atmosphere) 18 exposed electrical circuits 19 toxic gases and substances, chemicals and other harmful substances 20 damaged cargo 21 fishing gear being set or hauled
g Personnel in work area may	1 crew, passengers, contractors, official representatives

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Range Statement (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

include:	
h **Hazard identification may include activities associated with**:	1 checking equipment or the work area before work commences and during work 2 workplace inspections 3 entry into a confined space 4 Housekeeping
i **Participative arrangements may include**:	1 formal and informal meetings of the crew which deal with OH&S issues 2 participating on an OH&S committee on board a vessel 3 acting as a designated OH&S representative on board a vessel 4 suggestions, requests, reports and concerns put forward by vessel's crew

Range Statement (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

VARIABLE	**SCOPE**
j **Designated personnel may include**:	1 senior crew members 2 company OH&S personnel 3 other authorised persons

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Range Statement (**continued**) **TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL**	
k Damage control measures in a fire or explosion emergency may include:	1 use of appropriate firefighting equipment and techniques such as various types of fire extinguishers, fire blankets, fire hoses and nozzles, and foam applicators 2 activation of fixed firefighting sprinklers and systems 3 removal of fuel or heat source 4 boundary cooling techniques 5 shutting down of ventilation and sealing off of compartment
l Documentation and records may include:	1 vessel's and company's safety policies and procedures 2 vessel's operational and emergency plans and procedures 3 records required under OH&S legislation: i safety management system plans, procedures, checklists and instructions, (where applicable) ii safety equipment manuals iii hazardous substances registers 4 material safety data sheets
m Applicable legislation, regulations and codes may include:	1 relevant sections of the State/Territory maritime regulations and National Standard for Commercial Vessels and USL Code 2 OH&S regulations and codes of practice, including regulations relating to hazard control in the workplace or industry

Unit Sector(s)

Not applicable.

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Field

Field MF Operational Quality and Safety

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to survive at sea in the event of vessel abandonment**. **It includes practising survival techniques**, **operating lifesaving and survival equipment**, **and participating in abandon vessel drills**. **Note**: **Training and assessment may be customised to suit the applicable types and size of vessels and the various survival craft and equipment carried by the vessels to meet regulatory requirements**.

Application of the Unit

Application of the unit	The unit has applications in qualifications for all maritime deck and engineering occupations and covers mandatory requirements in survival skills for all seafarers.

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory requirements for familiarisation and basic safety competency required for all seafarers. This includes applicable sections of international, Commonwealth, State and Territory Maritime licensing and regulatory requirements.

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Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Practise survival techniques	a The timing and sequence of individual survival actions are appropriate to the prevailing circumstances and conditions of the emergency and minimise potential dangers and threats to other survivors b Initial actions when boarding survival craft enhance chance of survival c Jumps safely from a height into the water in accordance with established survival practice d Swims while wearing a life-jacket and floats without a life-jacket in accordance with established survival practice e Inverted liferaft is righted while wearing a life-jacket in accordance with established survival practice f Appropriate handling strategies are applied to manoeuvre survival craft in rough weather and sea conditions g Sea anchors and drogues are deployed in accordance with accepted nautical practice

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ELEMENT	PERFORMANCE CRITERIA
1 Practise survival techniques (**continued**)	h Signs of hypothermia are identified and treated in accordance with accepted survival medical practice i (Where applicable) exposure cover is deployed on survival craft in accordance with accepted survival practice and manufacturer's instructions j Relevant first aid is administered in survival craft k Rationing of food is in accordance with accepted survival practice
2 Operate lifesaving and survival equipment	a Location and accessibility of lifesaving and survival equipment is established Survival craft are launched in a timely and effective manner b Method of boarding survival craft is appropriate and avoids dangers to other survivors c Survival equipment is operated in accordance with instructions and accepted survival practice d Survival radio equipment is operated in accordance with manufacturer's instructions and regulatory protocols e Life-jacket and other lifesaving clothing are correctly used in accordance with instructions
3 Participate in abandon vessel drills	a Abandon vessel musters and drills are attended in accordance with regulatory requirements and company procedures b Action taken on identifying muster signals is appropriate to the indicated emergency and complies with established procedures c Information on the use of lifesaving equipment and procedures to be followed in the event of the order to abandon vessel is obtained and correctly interpreted

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Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant maritime regulations dealing with survival at sea following abandonment of vessel

2 Relevant OH&S legislation and policies

3 SOLAS regulations

4 Emergency muster and abandon vessel signals

5 Importance of being ready for any shipboard emergency

6 Procedures for emergency response on board vessels, including abandoning vessel

7 Initial actions for survival on abandonment of vessel as summarised in maritime survival publications such as the AMSA publication 'Survival at Sea - a Training and Instruction Manual'

8 Value of training and emergency drills for enhancing chances of survival at sea

9 Location of lifesaving appliances on a vessel

10 Construction, outfit and particular characteristics of various types of applicable survival craft

11 Equipment found in survival craft, its function and the procedures for its use

12 Procedures for correctly operating and using lifesaving appliances and personal safety equipment on board vessels and survival craft, and specifically:

   a donning a life-jacket and using a life-jacket light and whistle

   b donning an immersion suit (where applicable)

   c deployment of a mob combination light and smoke float

   d use of hand-held pyrotechnics

   e use of hydrostatic releases

   f launching survival craft

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REQUIRED KNOWLEDGE

14 Threats to survival on abandonment of a vessel and appropriate strategies for countering these threats

15 Ways of maximising detectability and location of survival craft using pyrotechnic distress signals, portable VHF radios, satellite EPIRBs and SARTs

16 IMO safety symbols

17 Procedures for the rationing of food and water in survival craft

18 Personal protective clothing and equipment - its purpose and use

19 Symptoms of hypothermia, its prevention and treatment and the related use of protective covers and garments such as immersion suits and thermal protective aids

20 Maritime communication techniques

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Communicate effectively with other personnel and passengers during simulated and real abandon vessel musters and emergencies

2 Read and interpret instructions on emergency procedures and on the use of lifesaving and survival equipment

3 Collect, manage and interpret information on the use of lifesaving equipment and procedures to be followed in the event of the order to abandon vessel

4 Recognise and interpret muster signals appropriately for the indicated emergency

5 Plan the timing and sequence of individual survival actions to be appropriate to the prevailing circumstances and conditions of the emergency and minimise potential dangers and threats to other survivors

6 Work collaboratively with other shipboard personnel and passengers during an emergency

7 Carry out calculations involved in rationing food and water

8 Make appropriate estimates and calculations involved when in charge of

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REQUIRED SKILLS

survival craft

9 Determine the type and extent of an emergency and determine the appropriate survival action to be taken

10 Right an inverted liferaft

11 Ration food and water

12 Identify hypothermia and provide appropriate treatment

13 Deploy and use survival craft during a simulated emergency.

14 Operate survival radio equipment

15 Don various thermal protective aids, life-jacket and other lifesaving clothing

Evidence Guide

Evidence Guide

TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Practise survival techniques in suitably simulated situations b Operate and use the various types of survival equipment typically found on applicable vessels in suitably simulated situations c Participate in abandon vessel musters and drills d Communicate effectively with others as required when operating survival craft and ancillary survival equipment

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Evidence Guide

TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT

2 Evidence required for demonstration of consistent performance

a Performance is demonstrated consistently over a period of time and in a suitable range of contexts

b Consistently applies underpinning knowledge and skills when:

1 participating in simulated emergency response musters and drills

2 operating survival equipment

3 applying safety precautions relevant to survival operations

4 assessing operational capability of survival craft and equipment

c Shows evidence of application of relevant workplace procedures, including:

1 relevant maritime regulations

2 OH&S regulations and hazard prevention policies and procedures

3 accepted survival procedures and maritime survival practice

4 relevant manufacturer's guidelines relating to the operation and use of survival equipment, including instructions on equipment capability and limitations

d Action is taken promptly to address any problems that may arise when following vessel abandonment procedures

e Work is completed systematically with required attention to detail

f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others

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Evidence Guide (continued)

TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT

3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii in a suitable training pool iii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to abandon vessel and survive at sea; and/or b participate in vessel musters and drills in appropriately simulations of maritime conditions; and/or c participate in abandon vessel simulations and drills on board an operational commercial or training vessel Note: Simulated abandon vessel and survival situations and assessments may require access to survival equipment typically found on the coastal or ocean-going vessels concerned, a training pool with jumping platform or equivalent and immersion suits (where applicable). Assessments must be conducted in accordance with relevant OH&S requirements. Protective clothing must be worn in accordance with current maritime practices and Australian standards. At least one assessor must hold a current lifesaving qualification appropriate for in-water training and assessment exercises

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Range Statement

Range Statement **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	**SCOPE**	
1. GENERAL CONTEXT		
a. Work must be carried out:	1	in compliance with the relevant maritime regulations.
b. Work is performed:	1	in response to abandon vessel alarms and follow a prescribed range of survival procedures either individually or in a team environment with some accountability for the safety of self and others. This includes response to abandon vessel musters in both simulated and real emergency circumstances.
c. Work involves:	1	the use of known and defined survival procedures and techniques across a variety of maritime survival contexts.
2. WORKSITE ENVIRONMENT		
a Vessel may include:	1	any Australian or international commercial vessel
b Emergencies that may lead to abandonment	1	collision resulting in damage to the integrity of the vessel's hull
	2	fire

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Range Statement **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**	
of vessel include:	3 foundering 4 flooding of vessel's compartments
c Vessel abandonment may take place:	1 by day or night 2 under normal and adverse conditions of sea and weather 3 while underway 4 while hove to 5 while anchored or moored 6 in appropriately simulated situations

Range Statement (**continued**) **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**	
VARIABLE	**SCOPE**
d Dependent on the size and operating range of the vessel its survival craft may include:	1 inflatable liferafts 2 solid liferafts 3 floats 4 free-fall lifeboats 5 davit-launched lifeboats
e Lifesaving and survival equipment may	1 life-jackets 2 life-buoys

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Range Statement (**continued**) **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**	
include:	3 hard hats 4 immersion suits and other thermal protective aids 5 rocket line throwing appliances 6 pyrotechnic distress signals 7 GMDSS survival craft VHF radios 8 satellite emergency position indicating radio beacons (EPIRBs) 9 search and rescue transponders (SARTs) 10 whistles
f Consumable materials and items that may be used in lifesaving equipment may include:	1 batteries for detectors, radios, beacons, etc. 2 flares 3 survival rations
g In-water survival techniques may include:	1 swimming in a life-jacket 2 towing with a life-jacket 3 remaining afloat without a life-jacket 4 donning a life-jacket in water 5 righting an upturned liferaft 6 boarding a liferaft 7 the group huddle 8 heat escape lessening posture

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Range Statement (**continued**)

TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT

VARIABLE	SCOPE
h Threats to survival after abandoning vessel may include:	1 cold water shock 2 hypothermia 3 psychological response to disaster 4 loss of will to live 5 sea sickness 6 dehydration 7 injuries 8 starvation
i Documentation and records may include:	1 relevant maritime regulations 2 SOLAS regulations 3 AMSA publication 'Survival at Sea - a Training and Instruction Manual' 4 instructions from official search and rescue authorities 5 vessel's procedures for emergency response, including abandoning vessel 6 manufacturer's instructions for the use of survival craft and equipment 7 instructions of relevant maritime authorities related to survival at sea 8 relevant OH&S legislation, codes of practice, policies and procedures

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Range Statement (**continued**) **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**	
	9 relevant Australian and international standards
j Applicable legislation, regulations and codes may include:	1 Relevant maritime regulations, including i relevant sections of State and Territory maritime regulations, NSCV and USL Code ii IMO STCW 95 Convention and Code dealing with survival at sea and use of survival craft and equipment iii relevant sections of AMSA Marine Orders dealing with survival at sea and use of survival craft and equipment 2 Safety of Life at Sea (SOLAS) regulations 3 relevant international, Commonwealth, State and Territory OH&S legislation

Unit Sector(s)

Not applicable.

Field

Field MF Operational Quality and Safety

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned

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TDMMC807B MANOEUVRE A VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to manoeuvre a commercial vessel of less than 24 m in length within offshore limits (200 nm). This includes the operation of small vessel propulsion systems and manoeuvring the small vessel during normal operations and adverse weather conditions, including berthing, mooring and anchoring.**

Application of the Unit

Application of the unit	The unit has applications in qualifications for a Master 5 and Skipper 3 operating a vessel of less than 24 metres in length within offshore coastal limits (200 nm) (i.e. Certificate III in Transport&Distribution (Coastal Maritime Operations - Master Class 5).

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory requirements for a Master 5/Skipper 3. This includes applicable sections of State/Territory maritime licensing and regulatory requirements and the National Standard for Commercial Vessels (NSCV).and the USL Code.

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Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Manoeuvre the small vessel for normal operations	a Manoeuvres are made to safely progress the operation and keep the small vessel in safe water b Vessel's heading is maintained within acceptable limits as per requirements of the manoeuvre, weather, tide, headreach and stopping distances c Alterations of heading or power are smooth and controlled d Communication is clear, concise and acknowledged according to good seamanship e Suitable techniques are applied when manoeuvring in shallow water and narrow channels f Appropriate turn techniques are used g Small vessel propulsion is controlled as required to progress the operation and complement steering movements h Safe operating limits of small vessel propulsion and steering systems are not exceeded in normal manoeuvres

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ELEMENT	PERFORMANCE CRITERIA
1 Manoeuvre the small vessel for normal operations (**continued**)	j Appropriate allowance is made for the effects of deadweight, draft, trim, speed and under keel clearance on turning circles and stopping distance k Correct procedures are adopted when crossing a bar l Anchoring and mooring manoeuvres are carried out in accordance with safe nautical practice m Adequate resources are organised prior to and during operations n The effects on small vessel performance of shallow and restricted waters, tidal and wind conditions and passing vessel's and own vessel's bow and stern waves are regularly evaluated and the implications for small vessel handling assessed o Appropriate alterations to small vessel heading and power are made in response to assessments of the vessel's operational environment p Special handling techniques are correctly applied during rescues of persons overboard or adverse sea and weather conditions q Correct manoeuvres are used when launching boats or liferafts
2 Tow and be towed	a Preparations for towing are safely made in accordance with established nautical practice b Correct towing procedures and precautions are applied when towing and being towed c Correct manoeuvres are used when towing
3 Manoeuvre small vessel	a Impending adverse weather and/or ice conditions are identified and the implications for small vessel operations

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ELEMENT	PERFORMANCE CRITERIA
during adverse weather conditions	are evaluated b Preparations are made and required precautions are taken to minimise risk and damage to small vessel and personnel and time loss on passage within the limits of the master's responsibility c Manoeuvres are adjusted to allow for weather and sea conditions and keep the small vessel in safe water d Small vessel's heading is maintained within acceptable limits e Special handling techniques required under heavy weather conditions are used when necessary

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant sections of applicable maritime regulations

2 Relevant OH&S legislation and policies

3 Limits of responsibility of a master of a small vessel up to 24 m in length operating within offshore limits

4 Methods for controlling small vessel speed and direction

5 Small vessel turn techniques

6 Techniques for incidental towing

7 Manoeuvring characteristics and propulsion system operational techniques for of vessels up to 24 m in length operating within offshore limits, including stopping distances and turning circles at various draughts, speeds and loading

8 Effects of rudders and propellers on small vessel performance

9 Effects of deadweight, draught, trim, speed and under-keel clearance on turning circles and stopping distances

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REQUIRED KNOWLEDGE

10 Manoeuvring procedures for small vessels during adverse sea and weather conditions

11 Manoeuvres for a small vessel to approach an anchorage

12 Squat, shallow water, narrow channel and similar effects on small vessel's handling

13 Effects on small vessel handling of wind and currents

14 Typical manoeuvring problems for small vessels up to 24 m in length operating within offshore limits, and appropriate action and solutions

15 Interaction effects with passing and moored vessels and appropriate manoeuvring procedures to be applied

16 Manoeuvring procedures when launching lifeboats and liferafts

17 Methods for a recovering a person from the water

18 Maritime communication techniques, including issuing of helm and engine orders and towing communications

19 Methods for attaching towlines on small vessels (for incidental towing operations)

20 Effects of towing on the stability of a small vessel

21 Manoeuvring procedures when towing either alongside or on a towing line (for incidental towing operations)

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Communicate effectively with other personnel and passengers during vessel manoeuvres

2 Issue helm and engine orders

3 Read and interpret vessel manufacturer's instructions on vessel operation

4 Read and interpret vessel marine regulations, rules and instructions concerning vessel operations

5 Collect, manage and interpret information required for the safe navigation of the

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vessel

6 Plan the timing and sequence of vessel operations to be appropriate to the prevailing circumstances, sea and weather conditions and any navigational hazards

7 Work collaboratively with other shipboard personnel and passengers during vessel operations

8 Make appropriate estimates and calculations required during the course of vessel operations (e.g. fuel, distance, speed, time, etc.)

9 Determine the type and extent of an emergency and determine the appropriate survival action to be taken

10 Determine appropriate procedures to allow for interaction effects with passing vessels

11. Recognise the effects of various operational situations such as squat, shallow water and narrow channel on vessel's handling and determine appropriate manoeuvring action required

12 Operate the vessel in accordance with manufacturer's instructions

13 Turn the vessel in various operational situations

Evidence Guide

Evidence Guide (**continued**)

TDMMC807B MANOEUVRE A VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

2	**Evidence required for demonstration of consistent performance** (**continued**)	d	Action is taken promptly to report and/or rectify resolve manoeuvring incidents in accordance with workplace procedures and regulatory requirements
		e	Work is completed systematically with required attention to detail without damage to vessel, equipment or personnel
		f	Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others

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Evidence Guide (**continued**) **TDMMC807B MANOEUVRE A VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5**	
3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a operate a suitable small vessel simulator over an appropriate range of simulated manoeuvring situations, weather and loading conditions; and/or b manoeuvre a vessel less than 24 m in length on offshore coastal voyages

Range Statement

Range Statement **TDMMC807B MANOEUVRE A VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance

VARIABLE	**SCOPE**

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Range Statement

TDMMC807B MANOEUVRE A VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

1. GENERAL CONTEXT

a. Work must be carried out:	1	in compliance with the relevant maritime regulations
b. Work is performed:	1	within defined operational procedures, with responsibility for own outputs and limited responsibility for others. It involves the operation of small vessel propulsion systems and the application of nautical principles and manoeuvring techniques across a range of predictable offshore contexts. Planning and carrying out the required manoeuvres for a small vessel is required, including solving predictable small vessel manoeuvring problems

2. WORKSITE ENVIRONMENT

a Vessel may include:	1	a small commercial vessel up to 24 m in length operating within offshore limits
b Measures to control the trim and stability of the vessel may be carried out:	1	by day or night in normal operational situations
	2	under normal and adverse conditions of sea and weather
	3	while underway
	4	during berthing and unberthing operations
	5	while anchoring or mooring
	6	when towing or being towed
	7	when crossing a bar
c Manoeuvres	1	berthing and unberthing

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Range Statement **TDMMC807B MANOEUVRE A VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5**	
may include:	2 mooring or anchoring 3 handling small vessel in shallow water, narrow channels, rivers, estuaries and restricted waters

Range Statement (**continued**) **TDMMC807B MANOEUVRE A VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5**	
VARIABLE	**SCOPE**
c Manoeuvres may include: (**continued**)	4 use of small marine power plants 5 incidental towing 6 dragging an anchor and clearing a foul anchor
d Special handling techniques required may include:	1 launching lifeboats and liferafts 2 taking on board survivors from rescue boats and survival craft 3 manoeuvring to rescue a person overboard 4 managing a disabled vessel in rough seas 5 lessening drift 6 manoeuvring alongside another vessel
e Documentation and records may include:	1 operational orders 2 navigational charts 3 relevant maritime regulations

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Range Statement (**continued**) **TDMMC807B MANOEUVRE A VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5**	
	4 safety management system 5 small vessel's log 6 small vessel's operational plan 7 small vessel manufacturer's instructions and recommended procedures 8 towing permits and associated regulations 9 instructions of relevant maritime authorities
f Applicable legislation, regulations and codes may include:	1 relevant sections of State and Territory maritime regulations, NSCV and USL Code 2 International Regulations for Preventing Collisions at Sea 3 relevant Commonwealth, State and Territory OH&S legislation

Evidence Guide **TDMMC807B MANOEUVRE A VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5**	

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Manoeuvre the small vessel: 1 safely in both normal and adverse weather conditions 2 when towing or being towed (for incidental towing operations) 3 in berthing and unberthing operations

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Evidence Guide

TDMMC807B MANOEUVRE A VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A MASTER 5

	4 when anchoring or mooring b Exercise all required safety and hazard control procedures when manoeuvring the small vessel c Identify typical manoeuvring problems and take appropriate action d Communicate effectively with others during manoeuvring operations
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 completing manoeuvring operations for a small vessel 2 identifying and evaluating manoeuvring problems and determining appropriate courses of action 3 applying safety precautions relevant to manoeuvring operations for small vessels 4 assessing operational capability of small vessel and propulsion system and associated equipment c Shows evidence of application of relevant workplace procedures, including: 1 relevant maritime regulations 2 OH&S regulations and hazard prevention policies and procedures 3 job procedures and work instructions 4 relevant manufacturer's guidelines relating to the use of propulsion system and associated equipment, including instructions on equipment capability and limitations

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Unit Sector(s)

Not applicable.

Field

Field MC Manoeuvring Vessel

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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SISCAQU312A Assist participants with a disability during aquatic activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist participants with a disability to safely enter and exit the water and to provide appropriate support during aquatic activities.

Application of the Unit

This unit applies to those who conduct activities such as learn-to-swim and water familiarisation classes in swimming pools or confined natural shallow water venues.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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ELEMENT	PERFORMANCE CRITERIA
	with the Evidence Guide.
1. Identify participant needs.	1.1. Identify the ***characteristics of the participant group***. 1.2. Identify and assess suitability of ***environmental features*** according to the needs of the participant group. 1.3. Identify entry and exit requirements and appropriate entry and exit points. 1.4. Assess the degree and type of ***support*** required by the participant group according to ***organisational policies and procedures*** and ***relevant legislation***. 1.5. Report any unsuitable environmental features or entry and exit points according to organisational policies and procedures.
2. Provide support.	2.1. Advise participants and ***caregivers*** of the location and appropriate use of ***resources***. 2.2. Provide information and demonstrations to participants and caregivers on safe exit, entry and support in the aquatic environment. 2.3. Seek and respond to questions or feedback from participants and caregivers. 2.4. Provide the appropriate type and level of support. 2.5. Observe participants' response and adjust or refine the support provided as required. 2.6. Respond to participants or caregivers experiencing difficulties, according to organisational policies and procedures and relevant legislation.
3. Review the support.	3.1. Respond to participant and caregiver concerns, feedback and questions as required, according to ***best practice principles of aquatic activities***. 3.2. Report on resources and aspects needing further emphasis, attention or intervention in future sessions according to organisational policies and procedures. 3.3. Review own performance and identify areas needing improvement and ***appropriate strategies*** as required.

Required Skills and Knowledge

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

Required skills

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- communication skills to:
  - provide clear instruction
  - confirm understanding
  - request and respond to participant and caregiver questions and feedback
- problem-solving skills to identify and address participant support needs and the appropriateness of environmental features for the participant group
- ability to perform basic water rescue techniques.

Required knowledge

- legislation and organisational policies and procedures that ensure the safety of clients, other facility users and staff
- best practice principles of aquatic activities to respond to concerns, feedback and questions
- support techniques and their application to different participant requirements to enable safe and appropriate support
- location, use and care of equipment
- first aid and water rescue techniques to enable appropriate responses to participants or caregivers experiencing difficulties.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • delivers concise information, explanations and demonstrations to ensure safe exit and entry and provides support appropriate to the needs of the participant group • provides appropriate support and responds to participant feedback and any difficulties experienced by participants • applies organisational policies and procedures and relevant legislation to ensure safety of participants and other facility users • reviews own performance and addresses any areas requiring modification or improvement.
Context of and specific resources for assessment	Assessment must ensure: • provision of support appropriate to the disability of

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the participant group during multiple aquatic activities to demonstrate competency and consistency of performance
- access to a swimming pool or confined natural shallow water venue
- access to safety equipment relevant to local regulatory and organisational requirements
- access to appropriate clients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate instructing, monitoring and adjusting water familiarisation, buoyancy and mobility skills according to the needs and characteristics of participant groups and organisational safety requirements
- oral or written questioning to assess knowledge of the suitability of environmental features as they relate to participants needs
- third-party reports from a supervisor detailing candidate's performance on the job.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCGP201A Apply legal and ethical coaching practices

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics of the participant group may include:

- physical disability
- intellectual or sensory impairment
- mobility
- fitness
- body type and composition
- age.

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Environmental features may include:	• ramps • hoists • steps • surface • railings • depth • available water space.
Support may include:	• hands on torso • hands to hands • back hold in vertical or horizontal positions • short arm hold • cradling • carry hold • hip hold • prone hold • prone side hold • assisted exits.
Organisational policies and procedures may include:	• occupational health and safety • reporting procedures • communication protocols • AUSTSWIM Limited Teachers Code of Conduct policy • swimwear and personal protective equipment.
Relevant legislation may include:	• occupational health and safety • duty of care • working with children • Disability Discrimination Act 1992 • privacy.
Caregivers may include:	• parents • guardians • integration aids • therapists.
Resources may include:	• flotation devices • ropes • reaching poles • pool safety equipment • instructors and equipment.
Best practice principles of aquatic activities may include:	• accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks • Instructors code of conduct policies developed by the peak bodies responsible for the teaching

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	of swimming and water safety • the culture of swimming and water safety.
Appropriate strategies may include:	• formal training • mentoring • peer support.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU306A Supervise clients at an aquatic facility or environment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to supervise clients at an aquatic recreation facility or environment to minimise risk.

Application of the Unit

This unit applies to those working in aquatic settings or environments such as swimming pools and aquatic recreation facilities and may include pool lifeguards, aquatic operators and swimming teachers.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

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1. Identify potential hazardous behaviours and situations.	1.1. Access the organisation's risk management plan. 1.2. Identify ***hazardous behaviour and activities*** for ***clients*** utilising the ***aquatic facility or environment***. 1.3. Identify ***clients at risk*** or those who have specific needs. 1.4. Identify ***environmental hazards*** for clients utilising the aquatic facility or environment 1.5. Promote compliance with safety rules of aquatic facility to clients 1.6. Identify supervision requirements according to ***relevant legislation***, ***industry codes*** and ***organisational policies and procedures*** and select supervision techniques appropriate to the nature of the facility or environment.
2. Maintain a safe aquatic facility or environment.	2.1. Monitor client behaviour and activities according to relevant legislation and organisational policies and procedures. 2.2. Identify behaviour and activities posing a risk to the individual or other facility users. 2.3. Inform clients of unacceptable behaviour or actions according to organisational policies and procedures. 2.4. Take action to remove clients who persist in unsafe behaviour, according to organisational policies and procedures.
3. Assess possible emergency or rescue situations.	3.1. Identify ***signs of possible casualty or difficulty***. 3.2. Assess situation to determine appropriate ***response*** to ***emergency*** according to ***accepted best practice principles of aquatic rescues***, relevant legislation and organisational policies and procedures. 3.3. Communicate emergency situation to appropriate personnel according to organisational policies and procedures. 3.4. Report and record incidents according to organisational policies and procedures.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:

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  - identify factors leading to unsafe situations
  - determine appropriate course of action to minimise risks to clients
- communication skills to:
  - promote compliance with safety rules and regulations
  - inform clients of unacceptable behaviour or actions and deal with potential conflict
  - respond to and report aquatic emergencies
- planning and organisational skills to devise an appropriate response after assessing an emergency situation
- language and literacy skills to:
  - access and interpret the organisation's risk management plan
  - document emergency incidents
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures that enable:
  - identification and fulfilment of supervision requirements
  - monitoring of client behaviour and activities
  - reporting and recording of incidents and emergency situations
- industry standards that enable the provision of a safe environment for client activities and appropriate response to emergencies
- potential dangers or hazards commonly encountered in aquatic environments and how to ensure safe conduct and supervision of client activities
- first aid, emergency and rescue procedures appropriate to the conditions to ensure risk minimisation
- characteristics and needs of individuals who may be at risk to enable effective supervision and response
- signs and symptoms of physical injury to enable prompt response in an emergency
- hazardous behaviour and activities that pose risks to clients and how to identify and deal with them quickly and safely
- conflict resolution techniques to deal with difficult or aggressive clients.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and Evidence of the following is essential:

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evidence required to demonstrate competency in this unit

- identifies behaviours and actions that pose a risk to the range of clients commonly encountered in aquatic facilities or environments
- determines and actions appropriate responses according to the organisation's risk management plan and own level of responsibility
- monitors and supervises client activity discreetly and takes prompt action within own level of responsibility to maintain a safe aquatic facility or environment at all times
- uses effective communication techniques to monitor and manage the behaviour of clients and to document incidents
- identifies the common signs and signals of a person experiencing difficulties in the water and determines and actions the most appropriate response.

Context of and specific resources for assessment

Assessment must ensure:

- participation in supervisory duties on multiple occasions to demonstrate consistency of performance
- access to an aquatic facility or environment
- access to a range of participants
- access to organisational policies and procedures appropriate to risk management
- access to appropriate personnel
- access to incident reporting documentation
- access to first aid facilities and equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of signs indicating client difficulty especially as regards high risk clients
- observation of candidate responding to unacceptable behaviour and actions by clients in an aquatic environment
- third-party reports from a supervisor detailing performance
- portfolio containing completed incident reports.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCAQU202A Perform basic water rescues
- SISXRSK301A Undertake risk analysis of activities

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Hazardous behaviour and activities may include:	• misusing equipment • swimming in unsafe areas • behaving with disregard for the safety of others or self • chewing gum while swimming • diving into shallow water • consuming alcohol or illegal drugs.
Clients may include:	• participants • care-givers • members • volunteers • facility owners • spectators • staff.
Aquatic facility and environments may include:	• pools and spas • pool surrounds • play equipment • shower and changing areas • lakes, rivers and dams • beaches.
Clients at risk may include:	• drug or alcohol affected • overweight • elderly • people with a disability • weak or non-swimmers • injured swimmers • new facility users • young children.
Environmental hazards may include:	• weather conditions • reflective glare • water clarity or turbidity • rips

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- shallow water.

Relevant legislation may include:

- occupational health and safety
- duty of care regulations
- working with children regulations
- dangerous goods act and regulations
- environment legislation
- anti-discrimination legislation.

Industry codes may include:

- guidelines or code of conduct policies developed by peak bodies responsible for lifesaving:
  - Royal Life Saving Society Australia
  - Surf Life Saving Australia and relevant state or territory surf life saving organisation.

Organisational policies and procedures may include:

- occupational health and safety
- use and care of equipment
- communication protocols
- safety, rescue and emergency procedures
- incident reporting
- risk management
- behaviour management.

Signs of possible casualty or difficulty may include:

- lack of movement
- arm waving
- calling for help.

Response may include:

- type of rescue
- required assistance
- available assistance
- required emergency services.

Emergency may include:

- envenomation by aquatic animals
- spinal injury
- drowning
- heart attack
- severe bleeding
- multiple victims.

Accepted best practice principles of aquatic rescues may include:

- accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks
- Royal Life Saving Society Australia guidelines and code of conduct policies
- the culture of lifesaving.

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Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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SISCAQU202A Perform basic water rescues

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and evaluate aquatic emergencies and respond appropriately with basic water rescues that incorporate cardiopulmonary resuscitation (CPR). These situations will usually require an individual response.

Application of the Unit

This unit applies to those working in indoor or outdoor aquatic facilities, such as pool lifeguards or aquatic educators teaching water familiarisation, learn-to-swim and water safety classes in swimming pools or confined natural shallow water venues. It also applies to those instructing canyoning and snorkelling activities.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a Unit of Competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent

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with the Evidence Guide.

1. Identify and evaluate aquatic emergencies.	1.1. Recognise the ***signs and signals*** of a person in difficulty. 1.2. Assess situation to determine appropriate ***response*** to ***aquatic emergency***, according to ***accepted best practice principles of aquatic rescues***, ***relevant legislation*** and ***organisational policies and procedures***. 1.3. Identify and assess immediate ***hazards*** and ***risks*** to self and ***others***.
2. Apply the principles of a basic water rescue.	2.1. Determine the type of rescue required and promptly formulate a ***rescue plan*** according to relevant legislation and organisational policies and procedures. 2.2. Access ***equipment*** as required. 2.3. Perform ***basic water rescue*** according to accepted best practice principles of aquatic rescues. 2.4. Monitor the condition of the casualty and plan course of action. 2.5. Provide appropriate ***treatment*** according to ***industry standards*** and organisational policies and procedures.
3. Record and report the incident.	3.1. Record details of the incident and the action taken using appropriate forms, according to organisational policies and procedures. 3.2. Notify appropriate personnel and statutory authorities of the incident.

Required Skills and Knowledge

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

Required skills

- problem-solving skills to:
  - identify factors leading to aquatic emergencies
  - assess and evaluate emergencies and determine the appropriate rescue technique for the situation and location
- communication skills to:
  - alert others to the situation
  - delegate tasks during aquatic emergencies
  - provide reassurance to casualties and bystanders

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- planning and organisational skills to:
  - allocate relevant equipment under pressure to aid in rescue
  - devise a rescue plan after assessing the situation
- monitoring and observational skills to identify aquatic emergencies requiring basic water rescues
- swimming, defensive swimming and towing skills to perform basic swimming rescues
- fitness and strength level to perform basic non-swimming water rescues
- cardiopulmonary resuscitation techniques to provide an initial response to emergencies.

Required knowledge

- legislation, organisational policies and procedures and industry standards to enable:
  - the safe conduct of water rescues
  - accurate completion of incident documentation
- use and location of equipment types to effect prompt rescues
- swimming and non-swimming rescue methods to enable appropriate responses to aquatic emergencies
- characteristics and features of water environments, such as pools or canyons, and safe rescue techniques appropriate to the conditions and location
- communication systems used during rescues to inform managers, other employees and emergency services of progress
- potential dangers in a range of aquatic environments and how to respond to them
- cardiopulmonary resuscitation techniques to provide an initial response to emergencies.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies the common signs and signals of a person experiencing difficulties in the water and promptly determines possible contributing factors and formulates a suitable rescue plan • performs all basic water rescue techniques in the water while maintaining own safety • monitors condition of affected person, applies appropriate treatment

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	• recognises issues that arise during rescues and makes appropriate adjustments to ensure safety of self and others, according to organisational policies and procedures and relevant legislation • accurately reports incidents and notifies other relevant personnel according to organisational policies and procedures.
Context of and specific resources for assessment	Assessment must ensure performance of all swimming and non-swimming basic rescues and performance of cardiopulmonary resuscitation. Assessment must also ensure access to: • an aquatic environment appropriate to the candidate's current or intended work role, such as a swimming pool or confined natural shallow water venue • suitable participants to enable demonstration of water rescue techniques • CPR mannequins • equipment such as flotation devices, first aid facilities and equipment, ropes and reaching poles.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or written questioning to assess knowledge of aquatic emergency situations and basic water rescues • direct observation of the candidate safely participating in and demonstrating swimming and non-swimming water rescues incorporating cardiopulmonary resuscitation • third-party reports from a supervisor detailing candidate's performance on the job. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Signs and signals may include:

- call for help
- vertical body position
- minimal or non-supportive leg action
- vigorous arm movements
- submerged or unconscious person.

Response may include:

- type of rescue
- number of people in difficulty
- assistance
- leaving existing role to assist
- promptly organising a suitable replacement
- contacting emergency services.

Aquatic emergency may include:

- envenomation by aquatic animals
- sudden unconsciousness
- spinal injury
- drowning
- heart attack
- severe bleeding
- epileptic seizure
- severe asthma attack.

Accepted best practice principles of aquatic rescues may include:

- accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to the casualty, bystanders and rescuer
- guidelines and codes of conduct
  - Royal Life Saving Society Australia
  - Surf Life Saving Australia
- national, state and territory or local government regulations and guidelines
- the culture of lifesaving
- current and past good practice demonstrated by self or peers in the same or similar situation.

Relevant legislation may include:

- occupational health and safety legislation
- duty of care regulations
- working with children requirements.

Organisational policies and procedures may include:

- occupational health and safety
- use and care of lifesaving equipment
- communication protocols
- safety, rescue and emergency procedures
- incident reporting.

Hazards may include:

- slippery surfaces around pools
- deep or shallow water
- currents

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- strong wind
- risk taking behaviour.

Risks may include:

- imminent drowning
- injury
- hypothermia
- cramps
- choking
- submersion or injury of rescuer.

Others may include:

- bystanders
- staff
- other facility users
- parents
- emergency services.

Rescue plan may include:

- self-preservation
- available assistance
- selection of rescue aids
- number of people in difficulty
- priorities of rescue
- type of rescue.

Equipment may include:

- flotation devices
- ropes
- reaching poles
- pool safety equipment.

Basic water rescue must include:

- non-swimming rescues:
  - reach rescue
  - rope throw rescue
  - throw a flotation aid
- swimming rescues:
  - accompanied rescue
  - wade rescue
  - non-contact tow
  - contact tow
  - water search procedures
  - vice grip and extended arm roll-over techniques
  - defensive techniques including blocking, blocking with an aid, reverses
  - escape techniques including escape from front and rear grasps.

Treatment may include:

- danger, response, airway, breathing, circulation routine

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	• expired air resuscitation • cardiopulmonary resuscitation • injury, illness or shock related treatment.
Industry standards may include:	• Australian Resuscitation Council standards • first aid techniques and standards.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics

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ICAICT103A Use, communicate and search securely on the internet

Modification History

Version	Comments
ICAICT103A	This version first released with *ICA11 Information and Communications Technology Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to connect to the internet, securely send and receive emails, search the internet using web browsers and interact securely and in a socially responsible manner with a range of different internet sites.

Application of the Unit

This unit applies to individuals who use business technology to perform a range of routine tasks in the workplace or home office. They use fundamental knowledge of internet connection requirements, email and web browsers to perform tasks under direct supervision or with limited responsibility.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria

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

Elements and Performance Criteria

1. Connect to and access the internet	1.1 Connect to the internet through the existing ***internet connection*** and confirm functionality 1.2 Open an ***internet browser*** and set a home page of personal choice by setting ***internet options*** 1.3 Ensure internet ***browser software security*** 1.4 Adjust the display of the internet browser to suit personal requirements 1.5 Modify toolbar to meet user and internet browser needs 1.6 Access a particular website, note privacy and other conditions of use and retrieve data 1.7 Use ***socially responsible behaviour*** when sharing information on the internet 1.8 Enter uniform resource locator (URL) in address line of internet browser
2. Use email for communications	2.1 Open email application package, create new email message and add addressees 2.2 Compose the text of an email message according to ***organisational guidelines*** and spell check and edit text as required 2.3 Create and add an automatic signature for the user 2.4 Attach ***files*** to the email message where required 2.5 Determine and set a priority and send the email message 2.6 Reply to and forward a received message using available features 2.7 Open and save an attachment to the relevant folder

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	2.8 Search for, sort and save email message using available settings 2.9 Adjust email accounts to restrict and quarantine possible ***email security*** problems 2.10 Print an email message as required
3. Search the internet	3.1 Review organisational guidelines on internet access 3.2 Open an internet application and locate and access a ***search engine*** on the internet and define search expressions based on the data required 3.3 Enter appropriate key words into the search engine to locate the desired information 3.4 Refine a search depending on outcomes of the original search 3.5 Save search expression results and present them in a report according to the information requirements 3.6 Create a bookmark within the internet browser or a link for the required web page for the key results 3.7 Save the key results in a bookmark folder 3.8 Modify the internet browser options for printing and print a web page 3.9 Close the internet browser
4. Access and use consumer-specific sites on the internet	4.1 Identify, access and review information-specific sites to gain consumer information 4.2 Identify and use ***internet application sites*** to lodge details and gain access and information 4.3 Access and use online forms on the internet
5. Undertake online transactions	5.1 Access an online transaction site 5.2 Ensure security of transaction site 5.3 Enter required information into fields on merchant's website 5.4 Ensure that pop-up dialog boxes, prompts or feedback mechanisms are completed

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	5.5 Enter, check and make changes to preferred ***transaction options***
	5.6 Complete online transaction
	5.7 Record and archive receipts according to business processes
	5.8 Close down and leave transaction process
6. Conduct an advanced search	6.1 Use search tools and advanced search features
	6.2 Use ***Boolean search*** techniques when required to enhance the search
	6.3 Use multiple or meta-search tools with a range of key words
	6.4 Use search engines particular to a field of knowledge to refine the outcome
	6.5 Access related virtual community sites and newsgroups and note their objectives and operational arrangements
	6.6 Conduct a search with domain names to refine the search
7. Use information that has been located	7.1 Cross-reference information found by using several websites to determine accuracy of information obtained
	7.2 Check date that website was last updated or properties of website to determine currency of information
	7.3 Determine website authority by looking at copyright statements, privacy statements and organisational information
	7.4 Save and print information found in different file forms

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - communicate with peers and supervisors
  - seek assistance and expert advice
  - undertake online transactions

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- literacy skills to:
  - compose email messages
  - interpret user manuals and help functions
  - read and interpret basic online documents
  - read and write basic workplace documents
- problem-solving skills to address common operational problems when using web browsers
- research skills to locate varied sources of information online
- technical skills to use:
  - digital device
  - email applications
  - internet search functions
  - peripheral hardware
  - keyboard to enter text into web browsers and email applications.

Required knowledge

- basic technical terminology related to reading help files and prompts
- basic knowledge of copyright and privacy statements
- different types of messages that occur, such as:
  - error messages
  - message to install plug-ins
- different types of search engines
- procedures for using email applications
- procedures for evaluating and assessing the authority, reliability and authenticity of information
- internet search functions
- internet speed, traffic loads related to times of accessing the internet
- internet web browsers
- makeup and structure of internet addresses
- organisational guidelines on internet and email use (web etiquette or netiquette)
- different internet search techniques
- web browser update techniques
- use of key words and bookmarks.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • connect to and access the internet • send and receive emails • secure internet access and email communications • use search tools to locate information • research and select appropriate website • undertake online interactions • make an informed assessment of the accuracy, currency, authority and reliability of the site and information located.
Context of and specific resources for assessment	Assessment must ensure access to: • use of PC or digital device with internet • search engines currently used in industry • organisational policies on internet usage • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • verbal or written questioning to assess candidate's knowledge of internet access requirements, email features and search engine attributes • direct observation of candidate accessing the internet, using email, and searching and interacting with consumer sites using advanced search features • direct observation of candidate undertaking online interactions • review of search results, including assessment of the accuracy, currency and reliability of the site and information located.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed. Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Internet connection may include:	• 3G or high-speed downlink packet access (HSDPA) cellular network • 4G cellular network • broadband • cable • dial-up • digital subscriber line (DSL) • fibre to the 'x' (FTTx) • high-speed digital subscriber line (HSDSL) • integrated services digital network (ISDN) network terminating unit (NTU) • satellite • wireless modem • worldwide interoperability for microwave access (WiMAX).
Internet browser may include:	• Firefox • Galleon • Google Chrome • Internet Explorer • Konqueror • Lynx • Mozilla • Netscape Navigator • Opera • Phoenix.

Internet options may include:	• configuring:
	  • history
	  • home page
	  • location of temporary files
	  • privacy level
	  • security level
	  • type of connection.

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Browser software security may include:	• application enabling • cookie handling • pop-up blocking • privacy levels • security zones • trusted sites.
Socially responsible behaviour may relate to:	• not using obscene, profane, lewd, vulgar, rude, inflammatory or threatening language • not publishing information that, if acted upon, could cause damage to property or persons, nor publish deliberately false or defamatory information about a person or organisation • not engaging in personal attacks, including prejudicial or discriminatory attacks, not harass (distress or annoy) another person • not accessing material that is profane, obscene, pornographic or paedophilic, that promotes illegal acts, or that advocates violence or discrimination • not sending inappropriate emails • taking responsibility for protecting personal information by not revealing personal information, including names, addresses, photographs, credit card details and telephone numbers.
Organisational guidelines may include:	• content of emails • downloading information and accessing particular websites • opening mail with attachments • personal use of emails and internet access • virus risk (MS Windows OS and Mac OS only).
Files may include:	• email messages • HTML pages • music • PDF files • pictures • text files.

Email security may relate to:	• taking steps to restrict:
	  • malware
	  • phishing
	  • spam.

Search engine may include:	• Alexa Internet • AllTheWeb • AltaVista

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	• Bing • Cuil • Excite • Galaxy • GigaBlast • Go.com • Google • HotBot • Live Search • Lycos • search.AOL • specific search engines • Yahoo.

Internet application sites may include:	• consumer:
	  • banking
	  • shopping
	• education and training
	• government
	• health
	• interest groups
	• news
	• travel.

Transaction options may include:	• currency • delivery address • freight • invoice address.
Boolean search may include terms:	• AND • OR • NOT • NAND • NOR • NE • GE • LE • GT • LT.

Unit Sector(s)

General ICT

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Custom Content Section

Not applicable.

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HLTFA201B Provide basic emergency life support

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit of competency describes the skills and knowledge required to recognise and respond to life threatening emergencies using basic life support measures only

Application of the Unit

Application	The skills and knowledge described here enable a first aider to provide an initial response to an emergency in line with practised actions and Australian Resuscitation Council (ARC) Guidelines and/or state/territory regulations, legislation and policies and accepted industry guidelines Application should be contextualised as required to reflect workplace and community requirements relating to specific risks and hazards and associated injuries

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond in an emergency situation	1.1 Recognise emergency situation and identify *hazards* to health and safety of self and others 1.2 Minimise immediate risk to health and safety of self, casualty and others by isolating any hazard(s) 1.3 Assess casualty and identify injuries, illnesses and conditions 1.4 Assess the need for assistance
2. Apply identified first aid procedures	2.1 Reassure casualty in a caring and calm manner and make comfortable using available resources 2.2 Determine and explain the nature of *casualty's injury*/*condition* and relevant first aid procedures to provide comfort 2.3 Seek consent from casualty or significant other prior to applying first aid management 2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.5 Use *identified first aid procedures* as required in accordance with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements 2.6 Use safe manual handling techniques as required

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ELEMENT	PERFORMANCE CRITERIA
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances and using available means of communication 3.2 Accurately convey assessment of casualty's condition and first aid procedures undertaken to emergency services/relieving personnel 3.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness 3.4 Provide reports, where applicable, in a timely manner, presenting all relevant facts according to established procedures 3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert* 4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents 4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

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REQUIRED SKILLS AND KNOWLEDGE

- Awareness of stress management techniques and available support
- Basic anatomy and physiology relating to:
  - absence of signs of life:
    - unconscious
    - unresponsive
    - not moving
    - not breathing normally
  - choking/airway obstruction
  - severe bleeding
  - shock
- Chain of survival
- Duty of care requirements
- First aid procedures for:
  - airway management
  - bleeding control
  - care of unconscious
  - casualty with no signs of life
  - chest pain
  - infection control as it relates to standard precautions
  - respiratory distress, including asthma
  - severe allergic reaction
  - shock
- How to access emergency response support services/personnel
- Need to be culturally aware, sensitive and respectful
- Own skills and limitations
- Privacy and confidentiality requirements
- Relevant workplace hazards
- State/territory regulations, legislation and policies, ARC Guidelines and accepted industry practice relating to currency of skill and knowledge
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Assess vital signs and responses of casualty

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REQUIRED SKILLS AND KNOWLEDGE

- Call an ambulance and/or medical assistance, according to circumstances and report casualty's condition
- Demonstrate first aid casualty management principles:
  - assess and minimise danger
  - check for response
  - maintain casualty's airway, breathing and circulation
- Demonstrate:
  - consideration of the welfare of the casualty
  - correct procedures for CPR on a resuscitation manikin
  - implementation of standard precautions
  - safe manual handling of casualty
- Identify and minimise hazards to health and safety of self and others in the immediate workplace or community environment
- Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge
- Report details of emergency incident and first aid provided

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competence should be demonstrated working individually and, where appropriate, as part of a first aid team.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
- Currency of CPR knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines

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EVIDENCE GUIDE

Context and resources required for assessment:	• For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
Related unit:	• This unit stands alone and incorporates the content of unit HLTCPR201B Perform CPR

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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RANGE STATEMENT

Condition of the casualty must include, but is not limited to:	• Severe bleeding
	• Absence of signs of life:
	  • unconscious
	  • unresponsive
	  • not moving
	  • not breathing normally
	• Choking/airway obstruction
	• Severe allergic reaction

*Identified first aid procedures **must** include*:	• Cardiopulmonary Resuscitation (CPR) • Control severe bleeding • Airway management • Provide assistance with self-administered medications, such as auto-injector, puffer/inhaler in line with state/territory regulations, legislation and policies and any available medical/pharmaceutical instructions • Care of the unconscious person
Resources and equipment may include:	• First aid kit • Resuscitation mask or barrier • Casualty's medication • Manikin • AED (if available) • Auto-injector • Puffer/inhaler
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Appropriate clinical expert may include:	• Supervisor/manager • Ambulance officer/paramedic • Other medical/health worker

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Unit Sector(s)

Not Applicable

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HLTFA201A Provide basic emergency life support

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to recognise and respond to life threatening emergencies using basic life support measures only

Application of the Unit

The skills and knowledge described here enable a first aider to provide an initial response to an emergency in line with practised actions and Australian Resuscitation Council (ARC) Guidelines and/or state/territory regulations, legislation and policies and accepted industry guidelines

Application should be contextualised as required to reflect workplace and community requirements relating to specific risks and hazards and associated injuries

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	**Performance Criteria**

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1 Respond in an emergency situation	1.1 Recognise emergency situation and identify **hazards** to health and safety of self and others
	1.2 Minimise immediate risk to health and safety of self, casualty and others by isolating any hazard(s)
	1.3 Assess casualty and identify injuries, illnesses and conditions
	1.4 Assess the need for assistance
2 Apply identified first aid procedures	2.1 Reassure casualty in a caring and calm manner and make comfortable using available resources
	2.2 Determine and explain the nature of **casualty's injury/condition** and relevant first aid procedures to provide comfort
	2.3 Seek consent from casualty or significant other prior to applying first aid management
	2.4 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.5 Use **identified first aid procedures** as required in accordance with established first aid principles, policies and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements
	2.6 Use safe manual handling techniques as required
3 Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances and using available means of communication
	3.2 Accurately convey assessment of casualty's condition and first aid procedures undertaken to emergency services/relieving personnel
	3.3 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	3.4 Provide reports, where applicable, in a timely manner, presenting all relevant facts according to established procedures

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		3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4	Evaluate own performance	4.1 Seek feedback from **appropriate clinical expert**
		4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents
		4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Basic anatomy and physiology relating to:

severe bleeding

absence of signs of life:

unconscious

unresponsive

not moving

not breathing normally

choking/airway obstruction

shock

First aid procedures for:

bleeding control

care of unconscious

infection control as it relates to standard precautions

airway management

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chest pain

casualty with no signs of life

shock

respiratory distress, including asthma

severe allergic reaction

Chain of survival

How to access emergency response support services/personnel

Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

State/territory regulations, legislation and policies, ARC Guidelines and accepted industry practice relating to currency of skill and knowledge

Privacy and confidentiality requirements

Duty of care requirements

Need to be culturally aware, sensitive and respectful

Relevant workplace hazards

Own skills and limitations

Awareness of stress management techniques and available support

Essential skills:

Ability to:

Demonstrate first aid casualty management principles:

assess and minimise danger

check for response

maintain casualty's airway, breathing and circulation.

Assess vital signs and responses of casualty

Demonstrate:

safe manual handling of casualty.

consideration of the welfare of the casualty

correct procedures for CPR on a resuscitation manikin

implementation of standard precautions

Plan an appropriate first aid response in line with established first aid principles, policies

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and procedures, ARC Guidelines and/or state/territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own level of skills and knowledge

Call an ambulance and/or medical assistance, according to circumstances and report casualty's condition

Identify and minimise hazards to health and safety of self and others in the immediate workplace or community environment

Report details of emergency incident and first aid provided

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of assessment:	Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit Competence should be demonstrated working individually and, where appropriate, as part of a first aid team. Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting Currency of CPR knowledge and skills is to be demonstrated in line with state/territory regulations, legislation and policies, ARC and industry guidelines
Context and resources required for assessment:	For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

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Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Condition of the casualty must include, but is not limited to:	Severe bleeding Absence of signs of life: unconscious unresponsive not moving not breathing normally

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	Choking/airway obstruction
	Severe allergic reaction
Identified first aid procedures must include:	Cardiopulmonary Resuscitation (CPR)
	Control severe bleeding
	Airway management
	Provide assistance with self-administered medications, such as auto-injector, puffer/inhaler in line with state/territory regulations, legislation and policies and any available medical/pharmaceutical instructions
	Care of the unconscious person
Resources and equipment may include:	First aid kit
	Resuscitation mask or barrier
	Casualty's medication
	Manikin
	AED (if available)
	Auto-injector
	Puffer/inhaler
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Appropriate clinical expert may include:	Supervisor/manager
	Ambulance officer/paramedic
	Other medical/health worker

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Unit Sector(s)

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