



Australian Government

Department of Education, Employment and Workplace Relations

UEENEER006B Contribute to the commercialisation of products/applications/ services

Release: 2

UEENEER006B Contribute to the commercialisation of products/applications/ services

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

1.1) Descriptor

This unit covers the ability to assist managers identify and investigate opportunities for commercialisation within the organisation, commercialise a product, application or service and critically assess the commercialisation process.

Application of the Unit

Application of the Unit 4)

This unit applies to any recognised development program that leads to the acquisition of a formal award at AQF level 5 or higher.

Licensing/Regulatory Information

1.2) License to practice

The skills and knowledge described in this unit do not require a licence to practice in the workplace. However, practice in this unit is subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships.

Pre-Requisites

Prerequisite Unit(s) 2)

2.1) Competencies

There are no prerequisite competencies for this unit.

Employability Skills Information

Employability Skills 3)

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

6) Elements describe the essential outcomes of a unit

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 Contribute to the identification and investigation of commercialisation opportunities.	1.1 Commercialisation opportunities are identified and analysed in terms of their likely fit with the organisation's goals.
	1.2 Each opportunity is evaluated to determine its impact on current business and customer base.
	1.3 An assessment of external factors, costs, benefits, risks, market opportunities and potential competitors is undertaken to determine the potential viability of each opportunity.
	1.4 Probable return on investment is determined.
	1.5 A design brief for the product/application/service is developed in a team environment.
	1.6 Approval for the design brief is obtained from appropriate personnel.
2 Prepare to develop a product/ application/service	2.1 Required outcome(s), as identified in design brief, with appropriate personnel are confirmed.
	2.2 Product/application/service is developed in consultation with appropriate production personnel.
	2.3 A development procedure is formulated to: - deliver required quality outcome(s); - ensure OHS, environmental, industrial and regulatory requirements are stringently observed; - ensure tooling, process, materials and equipment specifications are addressed
	2.4 Approval of the development procedure is obtained from appropriate personnel.
3 Contribute to the development of a product/application/service.	3.1 The development procedure is confirmed with appropriate personnel.
	3.2 Assist in coordinating the development of a product/application/ service product, in accordance with the design brief and development procedure.

ELEMENT	PERFORMANCE CRITERIA
	3.3 Development results in accordance with enterprise procedures are recorded.
	3.4 Development results and characteristics which are outside design and development specifications are analysed and identified.
	3.5 Changes are recommended, as necessary, to achieve product/application/ service quality and production requirements.
	3.6 Approval of changes is obtained from appropriate personnel.
	3.7 The product/ application/service is revised, where necessary, to achieve quality and production requirements.
4 Document and report product/application/service development outcomes.	4.1 All product/application/service development objectives are met.
	4.2 Product/application/service development reporting requirements are completed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

7) This describes the essential skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of safe working practices and contributing to the commercialisation of products/applications/ services.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

KS01-ER006B Products/applications/ services commercialisation.

Evidence shall show that knowledge has been acquired of safe working practices and contributing to the commercialisation of products/applications/ services.

T1 Work in a team encompassing:

- Types of teams - Managerial, Administrative, Project-based, Commercial and Social
- Roles, responsibilities and accountabilities of team members - the role, responsibility and accountability of individuals, teams, organisational management, clients and the like.
- Working in a team - Identification and utilisation of team member skills and knowledge; Maximising benefits of team diversity; Team planning; Team commitment and cooperation; Improving/Maximising team performance to achieve goals; Team monitoring and adjustment; Plain English literacy and communication; Leading, facilitating, participating, coaching, mentoring.
- Working with clients - client relations, client liaison, the practice of working with clients and the like.
- Conflict resolution – Personality analysis tools, Strategies for dealing with difficult people and the like.

T2 Intellectual property concepts encompassing:

- Intellectual Property and Australian Law - The place of Intellectual Property in Australian Law; Past cases and outcomes; Necessary considerations and the like.
- The nature of Intellectual Property - What is Intellectual Property? What isn't Intellectual Property?; Why is Intellectual Property relevant?; What can Intellectual Property rights do?; What can't Intellectual Property rights do?
- Intellectual Property Rights - Patents; Copyright; Designs; Confidential Information; Other specialty rights and the like.
- Managing Intellectual Property - Identifying Intellectual Property; Deciding what to protect; Strategies for managing Intellectual Property; How can Intellectual Property rights work together?; Intellectual Property versus time, effort, finances; Sources of Assistance, including Publications, Intellectual Property professionals, Lawyers, Business Advisors, Marketing consultants and the like.
- Enforcement of Intellectual Property - The enforcement process; The role of

REQUIRED SKILLS AND KNOWLEDGE

lawyers; Resolution.

- The changing face of Intellectual Property - Development of Intellectual Property Right Laws; Changes to Intellectual Property Right laws; Extensions of Intellectual Property Rights into non-traditional areas, including cultural, property arenas; The global marketplace and the like.

T3 Commercialisation concepts encompassing:

- Commercialisation - Definition of commercialisation; Triggers for commercialisation; Past commercialisation successes; Past commercialisation failures; Triggers for commercialisation; Methods for identifying a good product/idea/service/application; Sources of assistance in regard to commercialisation, including documents; lawyers, business advisors, marketing consultants.
- The commercialisation process - The concept; Does the concept fit with the organisation's goals? Is there a market, what is the market? Will the product meet the market requirements? Can the product be sold? How can the product be sold? Can the product be produced? How can the product be produced? Can the production be repeated?
- Commercialisation arrangements - sole venture; Joint venture; Licensing; Legal aspects of commercialisation.
- Commercialisation planning - Costing; Marketing; Production/development; Distribution; Sales.
- Competition - Who are the competitors? What are they doing and how quickly? Internal development relevant to competition.
- Critical analysis of the commercialisation process for continuous improvement - Successes; Opportunities for improvement; Controllable influences; Uncontrollable influences; Formulation of recommendations.

T4 Occupational Health and Safety principles and fundamentals encompassing:

- underlying principles of OH&S
- general aims and objectives of the relevant state or territory legislation relating to OH&S.
- employer and employee responsibilities, rights and obligations.
- major functions of safety committees and representatives.
- powers given to Occupational Health and Safety Inspectors
- housekeeping and potential hazards in relation to improper housekeeping
- selecting appropriate personal protective equipment (PPE) given hazardous situations

T5 The work environment encompassing:

- typical hazards associated with a range of work environments
- procedures used to control the risks associated with these hazards
- principles of risk assessment / management and state the purpose of each.
- hierarchy of OH&S hazard control measures.

REQUIRED SKILLS AND KNOWLEDGE

- required documentation for risk assessment.
- commonly used workplace safety signs.
- workplace emergencies that pose a threat to health and safety and suitable procedure for an emergency workplace evacuation.
- appropriate fire extinguisher for a given type of fire.
- requirements for the location, mounting and maintenance of portable fire extinguishers.
- basic process of fighting a fire.
- safe premises, buildings and security are important in an industrial setting and the consequences of non-compliance with these.
- standard work procedure is and why they are required in some circumstances.

T6 Manual Handling encompassing:

- typical manual handling injuries and the effect they can have on lifestyle
- situations that may cause manual handling injuries
- correct procedures for lifting and carrying to prevent manual handling injuries
- Chemicals in the workplace encompassing:
 - hazardous substances and dangerous goods.
 - Classification of chemicals as hazardous substances and/or dangerous goods
 - requirements for labelling of chemicals in the workplace
 - safe storage procedures for chemicals
 - purpose of and interpretation of material safety data sheet (MSDS)

T7 Working at heights encompassing:

- dangers associated with working on ladders and scaffolds
- identification of work area as a height risk and use appropriate safety equipment to prevent a fall
- selecting an appropriate ladder for a given situation and perform a safety check before use
- precautions that should be taken when ascending and working off a ladder
- precautions that should be taken when working on and around a scaffold and elevated platforms.

T8 Confined spaces encompassing:

- hazards associated with working in a confined space
- identifying workplace situations that could be classified as a confined space
- control measures for working in a designated confined space

T9 Physical and psychological hazards encompassing:

- short and long term effects of excessive noise and techniques to avoid damage to hearing due to excessive noise
- effects of vibration on the human body and work practices to protect against vibration

REQUIRED SKILLS AND KNOWLEDGE

- effects of thermal stress on the human body and work practices to protect against thermal stress
- effects of ultraviolet (UV) radiation on the human body and work practices to protect against UV radiation.
- dangers associated with laser operated equipment and tools and suitable protective measures to overcome the danger.
- occupational overuse syndrome, state examples of how it occurs and describe means to overcome it
- factors that cause stress in the workplace, symptoms of a person suffering from stress and personal stress management techniques
- detrimental effects and dangers of drug and alcohol use in the workplace

T10 Working safely with electricity encompassing:

- effects of electric shock on the human body
- common causes of electrical accidents
- precautions that can minimise the chance of electric shock (earthing, extra low voltage, fuses, circuit breakers and residual current devices – RCDs)
- protection offered by a residual current device (RCD)
- need for ensuring the (safe) isolation of an electrical supply
- appropriate method of removing an electric shock victim from a live electrical situation

T11 Life support - CPR in the workplace encompassing:

- First Aid.
- responsibilities of the First Aider.
- priorities of first aid management for any accident or injury.
- procedures required at an accident scene.
- legal and ethical issues, which may impact on the management of care.
- 'Duty of Care'.
- examination of a casualty for injuries.
- effect of cardio pulmonary arrest on the body.
- Managing simulated conditions of: airway obstruction; respiratory arrest and cardio pulmonary arrest,
- single and two-person cardio pulmonary resuscitation (CPR).
- signs and symptoms of an altered level of consciousness
- management of simulation of a casualty with an altered level of consciousness.
- signs and symptoms of shock.
- management of simulation of a casualty in shock

Evidence Guide

EVIDENCE GUIDE

9) This provides essential advice for assessment of the unit and must be read in conjunction with the performance criteria and the range statement of the unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this unit. It shall be used in conjunction with all components parts of the unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. In some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety issues inherent in working with electricity, electrical equipment, gas or any other hazardous substance/material present a challenge for those determining competence. Sources of evidence need to be 'rich' in nature so as to minimise error in judgment.

Activities associated with normal every day work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments.

Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

9.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered

EVIDENCE GUIDE

holistically. Each Element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines - UEE07'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:
 - Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the performance criteria and range statement
 - Apply sustainable energy principles and practices as specified in the performance criteria and range statement
 - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.
 - Demonstrate an appropriate level of skills enabling employment
 - Conduct work observing the relevant Anti Discrimination legislation, regulations, polices and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
 - Contribute to the commercialisation of products/applications/ services as described in 8) and including:
 - A Demonstrating consistent performance for each Element of the unit
 - B Meeting the performance criteria associated with each Element of the unit by employing techniques, procedures, information and resources available in the workplace
 - C Demonstrating an understanding of the Underpinning Knowledge and Skills identified in the section of this unit titled 'Essential knowledge and associated skills'.

EVIDENCE GUIDE

Note:

Successful completion of relevant vendor training may be used to contribute to evidence on which competency is deemed. In these cases the alignment of outcomes of vendor training with performance criteria and critical aspects of evidence shall be clearly identified.

Context of and specific resources for assessment

9.3)

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this unit.

These should be part of the formal learning/assessment environment.

Note:

Where simulation is considered a suitable strategy for assessment, conditions must be authentic and as far as possible reproduce and replicate the workplace and be consistent with the approved industry simulation policy.

The resources used for assessment should reflect current industry practices in relation to contributing to the commercialisation of products/applications/ services.

Method of assessment

9.4)

This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires assessment in a structured environment which is intended primarily for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.

Concurrent assessment and relationship with other units

9.5)

For optimisation of training and assessment effort, competency development in this unit may be arranged concurrently with unit:

BSXFM1504A Participate in, lead and facilitate work teams

EVIDENCE GUIDE

- UEENEER001B Contribute to the planning of a research project
- UEENEER002B Conduct to the conduct of a research project
- UEENEER003B Contribute to the development of a product/application/service
- UEENEER004B Contribute to the trial of a product/application/service
- UEENEER005B Contribute to Intellectual Property management
- BSBCM306A Produce business documents
- BSBSBM405A Monitor and manage business operations
- PMBQUAL309 Solve problems using 'quality tools'
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Range Statement

RANGE STATEMENT

8) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

This unit describes work conducted by technical personnel who contribute to the development and where necessary, redevelopment of products, applications and/or services to meet the requirements of design and development briefs.

Product/application/service design and development briefs may be provided by external and/or internal clients.

Typically the work covered by this unit is performed by high-level technicians, working as part of a product/application/service research and/or design, development and implementation team which may or may not include a research component. This generally involves working closely with a range of management and production/operations personnel and requires balancing the business and technical sides of the product/application/service being developed.

This unit does not require knowledge of industry sectors, equipment and/or materials other than that in which the learner works. It assumes an understanding of the operation of all relevant business processes but does not necessarily require them to be the responsibility of the learner.

At this level, personnel should be able to interpret and explain those sections of legislation, codes, regulations, Australian Standards and Intellectual Property rights that apply to the tasks undertaken in developing products/applications/services. They should also be aware of enterprise business goals and the impact of their projects on these goals.

This unit should be demonstrated in accordance with the organisation's:

- Occupational Health and Safety and Workplace Safety policies and procedures
- Goals, values, objectives, plans, systems and processes
- Business and performance plans
- Ethical standards
- Client service standards
- Quality and continuous improvement processes and standards
- Resources, which may be subject to negotiation

Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in Volume 2, Part 2.1.

Unit Sector(s)

Not Applicable

Competency Field

Competency Field 5)
 Research

2.2) Literacy and numeracy skills

2.2) Literacy and numeracy skills

Participants are best equipped to achieve competency in this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'.

Reading	5	Writing	5	Numeracy	5
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