



Australian Government

Department of Education, Employment and Workplace Relations

UEPOPS417A Monitor and Implement Environmental Plans and Procedures

Release: 1

UEPOPS417A Monitor and Implement Environmental Plans and Procedures

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

This unit deals with the skills and knowledge required to address the monitoring and implementation of environmental plans and procedures and the development of environmental procedures for the local work area.

Application of the Unit

Application of the Unit

3)

This unit is intended to augment formally acquired competencies. It is suitable for employment-based programs under an approved contract of training.

License to practise

3.1)

The skills and knowledge described in this unit do not require a licence to practise 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 and the like.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite Unit(s) 2)

Competencies 2.1)

There are no prerequisite units.

Employability Skills Information

Refer to the Evidence Guide

Elements and Performance Criteria Pre-Content

5) 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	Prepare to Implement Environmental Plans and Procedures	1.1	Environmental plans and procedures are identified and examined in accordance with the work site or project requirements.
		1.2	Environmental risks and impacts are identified for the specific project or work site.
		1.3	Environmental plans and procedures are selected in accordance with the specific project or work site requirements.
2	Implement Environmental Plans and Procedures	2.1	Emergency procedures are implemented and environmental risks are controlled in accordance with project/site requirements
		2.2	Appropriate activities are carried out in accordance with the environmental plan and procedures.

ELEMENT		PERFORMANCE CRITERIA
	2.3	Environmental control procedures are implemented, established and maintained, and risks mitigated in accordance with the project/site requirements.
3 Develop Site/Project Environmental Procedures	3.1	Specific needs for project/site environmental procedures are identified and assessed taking into account affected stakeholders and appropriate relevant data.
	3.2	Specific project/site environmental procedures are developed and reviewed in accordance with appropriate relevant data.
4 Manage Environmental Incident	4.1	Environmental incidents are identified and controlled in accordance with the appropriate plans and procedures.
	4.2	Environmental incidents are recorded and reported in accordance with the appropriate plans and procedures.
5 Monitor and Report on the Applications of Environmental Plans and Procedures	5.1	The application of environmental plans and procedures are monitored and documented.
	5.2	Environmental risks and incidents are reported in accordance with site/enterprise procedures.
	5.3	Participation by the relevant workforce in reviews of environmental procedures is ensured and reported.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Evidence shall show that knowledge has been acquired monitoring and implementing environmental plans and procedures.

The extent of the Essential Knowledge and Associated Skills required follows:

Evidence shall show that knowledge has been acquired for safe working practices of:

- Relevant legislative requirements; standard operating procedures; environmental plans and procedures
- Sedimentation and erosion control; risk assessment procedures
- Rare and endangered plants; recording procedures
- Reporting procedures
- Monitoring procedures; identification of risks and impacts
- Consultation procedures
- Incident management procedures
- Potential environmental risks and incidents
- Disposal of dangerous and contaminated soils
- Environmental auditing; concepts of due diligence
- Principles of environmental protection
- Endangered species and habitat protection
- Environmental impact assessment
- Control procedures for environmental risks and incidents
- Waste management.

Specific skills needed to achieve the Performance Criteria:

- Apply control procedures at environmental risks and incidents
- Access, interpret and apply relevant legislation and standard operating procedures

REQUIRED SKILLS AND KNOWLEDGE

- Assess environmental risks at the specific project/site
- Apply environmental plans and procedures
- Develop local workplace environmental procedures
- Identify risks and impacts
- Apply consultation processes
- Manage environmental incidents
- Conduct environmental audits
- Apply due diligence
- Monitor specific project/site
- Identify possible cultural/heritage sites
- Identify potential pollutants
- Solve operational problems.

Evidence Guide

EVIDENCE GUIDE

8) This provides essential advice for assessment of the competency standard 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 competency standard unit and shall be used in conjunction with all components parts of this unit and, performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

8.1)

Longitude 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. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accord 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 nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Hence, 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 in the Assessment Guidelines of this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

8.2)

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

Evidence for competence in this unit shall be considered holistically. Each element and associated Performance Criteria shall be demonstrated on at least two occasions in accordance with the "Assessment Guidelines - UEP06". Evidence shall also comprise:

- A representative body of Performance Criteria 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 6) Essential Knowledge and Associated Skills of this unit
- Demonstrate an appropriate level of skills enabling employment
- Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedure
- Demonstrated performance across a representative range of contexts from the prescribed items below:
 - Relating environmental plans and procedures to the project/site; identifying environmental risks and impacts; integrating operational activities into reviews of environmental procedures; developing project/site procedures; applying environmental plans and procedures to the project/site; monitoring application of environmental plans and procedures; managing environmental incidents at the project/site.
 - Dealing with an unplanned event by drawing on essential knowledge and skills to provide appropriate solutions incorporated in the holistic assessment with the above listed items.

Context of and specific resources for assessment

8.3)

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.

Competency Standards should be assessed in the workplace or simulated workplace and under the normal range of workplace conditions.

Assessment of this unit will be supported with documentary evidence, by means of endorsement stating type and application

of work.

In addition to the resources listed above in Context of assessment', evidence should show competency working in limited spaces with different types of plant and equipment as well as different structural/construction types and methods and in a variety of environments.

Method of assessment

8.4)

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 that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended 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

8.5)

There are no recommended concurrent assessments with this unit, however in some cases efficiencies may be gained in terms of learning and assessment effort being concurrently managed with allied competency standard units where listed.

Nil

Key competencies

8.6)

Evidence that particular key competencies have been achieved within this unit is in the context of the following Performance Criteria of evidence. See Volume 2, Part 4 for an explanation of Key competencies and levels of this Training Package.

Key competencies	Example of Application	Performance Level
How are ideas and information communicated within this competency?	Refer to the following example of application: Explain ideas and actions, make suggestions for alternative actions and deal with contingencies and non-routine situations.	2

How can information be collected, analysed and organised?	Refer to the following example of application: Information with regard to operations, faults and maintenance may be observed and monitored for analysis and organised into records and reports.	2
How are activities planned and organised?	Refer to the following example of application: Planning the required activity, to include co-ordination and use of equipment, materials and tools to avoid backtracking and rework.	2
How is team work used within this competency?	Refer to the following example of application: Coordinate activities of the team and provide appropriate support to other team members in completion of work tasks to meet the team's goals.	2
How are mathematical ideas and techniques used?	Refer to the following example of application: Calculation of time to complete routine projects, operations, tasks, estimation of distances, levels, loads and material requirements.	2
How are problem solving skills applied?	Refer to the following example of application: Determine solutions which focus on long and short-term resolution of work task problems.	2
How is use of technology applied?	Refer to the following example of application: Access, communicate, measure and provide information to monitor operations and performance of plant and equipment.	2

Skills Enabling Employment**8.7)**

Evidence that competency in this unit incorporates skills enabling employment is in the context of the following performance. See Volume 2, Part 5 for definitions and an explanation of skills enabling employment.

Skills for Employment		Example of Application
1	Developing and using skills within a real workplace	Refer to the following example of application: Completion of tasks within an acceptable timeframe and performance with some supervision.
2	Learning to learn in the workplace	Refer to the following example of application: Comprehension and application of theoretical knowledge to well-developed skills.
3	Reflecting on the outcome and process of work task	Refer to the following example of application: Focused on improvement in own and other team member's performance in the workplace.
4	Interacting and understanding of the context of the work task	Refer to the following example of application: Working understanding of the processes and systems which apply to the workplace.
5	Planning and organising the meaningful work task	Refer to the following example of application: Achieving work tasks in a timely manner and ensuring that the work team achieves its stated work goals.
6	Performing the work task in non-routine or contingent situations	Refer to the following example of application: Seek advice and apply solutions to problems relevant to the workplace environment.

Range Statement

RANGE STATEMENT

7) This relates to the competency standard 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.

Environmental impact is any change to the environment whether adverse or beneficial, wholly or partially resulting from an enterprise's activities, products or services.

Specific project/site may include hydro storage dams, canals, rivers, spillways, drainage sites, workshops, waste disposal sites, power stations, maintenance sites.

Issues, which broad environmental plans and procedures may address, include, but are not restricted to:

National, State or local government; local government/regional development plans; water resources; industry/cross industry; business/enterprise cultural, heritage; conservation/flora/fauna; waste disposal; coastal protection; ground water protection; irrigation; salination control; pollution/litter control; river/surface water systems; chemical management; biological control, ie blue green algae; corporate or enterprise.

Environmental risks may include:

impact of mismanagement of chemicals; impact of mismanagement of biological agents; detrimental impact on limited water resources; spillage; waste disposal; detrimental impact on water catchment areas (urban and non-urban); detrimental impact on rivers, waterways and channels; unsatisfactory water and waste water treatment processes; unsatisfactory trade waste treatment and disposal processes; poor construction processes; planning deficiencies.

Environmental legislation may include:

Relevant federal by-laws; relevant State/Territory legislation; relevant local government by-laws; relevant government or quasi government policies and regulations.

Incidents of environmental impact may include:

emissions to air; releases to/of water; releases to land; vibration and noise; disposal of waste; contamination of land; impact on communities; destruction of habitat; use of energy sources; waste generation processes and technologies; impact on culturally significant sites; and may involve the implementation of emergency responses.

Environmental management documentation may include:

information on applicable environmental laws or other requirements; compliant records; training records; process information; process operational log books; inspection, maintenance and calibration records; relevant contractor and supplier information; incident reports; information on emergency preparedness and response;

RANGE STATEMENT

records of significant environmental impacts; chain of custody and compliance records; audit results; management reviews.

Stakeholders may include:

the enterprise; government (all levels); industry - extractive, other utilities, manufacturing, etc.; community action groups; environmental conservation groups; land care groups; primary producers; the general community and individuals; ATSI groups.

Generic terms are used throughout this Training Package for vocational standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms are given in Volume 2, Part 1.

Unit Sector(s)

Not Applicable

Literacy and numeracy skills

Literacy and numeracy skills 2.2)

Participants are best equipped to achieve 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 4 Writing 4 Numeracy 4

Competency Field

Competency Field 4)

Operations