



Australian Government

AUR Automotive Retail, Service and Repair Training Package

Release: 1.0

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AUR Automotive Retail, Service and Repair Training Package

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Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Learning Strategies Guide - <http://www.asacompanionvolumes.com.au/aur-learning-guide>

Assessment Strategies Guide -

<http://www.asacompanionvolumes.com.au/aur-assessment-guide>

AUR32613 Certificate III in Automotive Tyre Management

Modification History

Release	Comment
Release 1	New qualification

Qualification Description

This qualification reflects the role of individuals who perform a range of tasks related to managing tyres in the automotive industry.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Those undertaking Certificate III in Automotive Tyre Management must have completed the Certificate II in Automotive Tyre Servicing Technology from AUR12 or be able to demonstrate equivalent competency.

Packaging Rules

Total number of units = 12

- **7 core units**
- **5 elective units**, of which:
 - up to 5 elective units may be chosen from the elective units listed below
 - up to 2 elective units may be chosen from a Certificate II qualification or above in this Training Package or another endorsed Training Package or accredited course, provided that the units chosen contribute to the vocational outcome of this qualification and do not duplicate the outcome of another unit chosen for the qualification.

Core Units

Unit code	Unit title
AURAEA3003	Monitor environmental and sustainability best practice in the automotive mechanical industry
AURAMA3003	Conduct information sessions
AURAQA3003	Maintain quality systems
AURATA3004	Provide technical guidance
AURKKJ001	Manage use of tyre management software
AURLTJ3004	Provide advice on the effects of wheel and tyre combinations
FDFPPL3003A	Support and mentor individuals and groups

Elective Units

Unit code	Unit title
AUMAQA001	Apply quality assurance techniques
AURACA3002	Establish customer requirements of a complex nature
AURAF2003	Communicate effectively in an automotive workplace

Unit code	Unit title
AURAF2004	Solve routine problems in an automotive workplace
AURAKA3002	Adapt work processes to new technologies
AURAMA2002	Communicate business information
AURAMA3004	Maintain business image
AURAQA2001	Contribute to quality work outcomes
AURAQA3002	Inspect technical quality of work
AURASA2002	Apply safe working practices in an automotive workplace
AURHTJ2002	Select heavy vehicle tyres and rims for specific applications
AURKTJ003	Perform minor repairs to earthmoving and off-the-road tyres
AURKTJ004	Conduct non-destructive testing of wheel and rim assemblies
AURKTJ005	Select earthmoving and off-the-road tyres, wheels and rim assemblies for specific applications
AURKTJ006	Use earthmoving and off-the-road tyre handlers
AURLTJ2001	Select tyres and rims for specific applications (light)
AURSAA2001	Process customer complaints
AURSCA2002	Present stock and sales area
AURSCA2004	Carry out cash, credit and funds transfers
BSBPRO401A	Develop product knowledge
BSBWOR204A	Use business technology
CSCORG301A	Prepare reports
HLTAID003	Provide First Aid
MSAPMSUP390A	Use structured problem solving tools
PMBPROD336A	Inspect heavy off the road tyres
RIICOM201A	Communicate in the workplace

Unit code	Unit title
RIIOHS201A	Work safely and follow OHS policies and procedures
RIIOHS204A	Work safely at heights
RIIOHS301A	Conduct safety and health investigations
RIQUA201A	Maintain and monitor site quality standards
RIIRIS201B	Conduct local risk control
RIIRIS301B	Apply risk management processes
SIRXINV001A	Perform stock control procedures
SIRXINV002A	Maintain and order stock
SIRXMER201	Merchandise products
SIRXRSK002A	Maintain store security
TAEDEL301A	Provide work skill instruction

Qualification Mapping Information

No equivalent qualification.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

AURKKJ001 Manage use of tyre management software

Modification History

Release	Comment
Release 1	New unit of competency

Application

This unit describes the performance outcomes required to identify the scope of information available in tyre management software, and to make decisions using the software. The unit also involves monitoring the use of tyre management software, and providing support for others using the software.

It applies to those who use tyre management software to coordinate the effective use of tyres in a vehicle fleet or similar operation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Competency Field

Mechanical - Mobile Plant

Unit Sector

Information Technology - Wheels and Tyres

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section
1. Identify scope of tyre management software	1.1 Categories of information held in tyre management software are identified and accessed 1.2 Categories of information relevant to organisation are identified 1.3 Information available for inputting into tyre management software is identified
2. Use tyre management software	2.1 Data is identified and accessed using software 2.2 Completed tasks are entered into software 2.3 Work processes that require information from tyre management software are identified 2.4 Data and information on current tyre performance are obtained from tyre management software
3. Make decisions using information from tyre management software	3.1 Tyre management software is interrogated to find required current, historical or predicted information 3.2 Information is interpreted and analysed 3.3 Actions are taken in response to information, according to workplace procedures and Australian standards
4. Monitor the use of tyre management software	4.1 Tyre management software is routinely monitored 4.2 Use and performance of tyre management software are reviewed with team
5. Support others to use tyre management software	5.1 Regular <i>communication</i> with team or other work groups is undertaken 5.2 Improvements to software and team use of software are identified 5.3 Actions to implement improvements are taken and recorded

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Skills	Description
Reading skills to:	<ul style="list-style-type: none"> read and interpret workplace procedures and Australian standards interpret and analyse written information on tyre performance.
Writing skills to:	<ul style="list-style-type: none"> document performance improvement actions complete a range of workplace documentation.
Oral communication skills to:	<ul style="list-style-type: none"> communicate performance information and receive feedback from team and other work groups report tyre performance data results.
Numeracy skills to:	<ul style="list-style-type: none"> read and interpret both metric and imperial systems of measurement. interpret numerical tyre performance data.
Digital literacy skills to:	<ul style="list-style-type: none"> manipulate data in tyre management software produce reports using tyre management software.
Initiative skills to:	<ul style="list-style-type: none"> plan and prioritise own work to achieve required outcomes.
Planning and organising skills to:	<ul style="list-style-type: none"> use appropriate processes and procedures recognise limitations and seek timely advice.
Self-management skills to:	<ul style="list-style-type: none"> seek information and assistance as required to solve problems.
Problem-solving skills to:	<ul style="list-style-type: none"> identify software deficiencies and determine required actions.
Teamwork skills to:	<ul style="list-style-type: none"> monitor team use of software support team to achieve required outcomes identify team deficiencies and take appropriate action.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

<i>Communication</i> must include:	<ul style="list-style-type: none"> face to face use of tyre management software.
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Unit Mapping Information

No equivalent unit

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Requirements for AURKKJ001 Manage use of tyre management software

Modification History

Release	Comment
Release 1	New unit of competency

Performance Evidence

Before competency can be determined, individuals must have competently used tyre management software on a minimum of three occasions, inputting and accessing at least two different types of tyre reports.

Individuals must demonstrate they can:

- communicate effectively with team regarding software and its use
- input and access data into tyre management software
- prioritise own work
- read, interpret and analyse tyre management information
- use basic and advanced computer functions that support the use of tyre management software.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- basic and advanced computer functions relating to tyre management software
- Australian standards and workplace procedures relating to tyre management
- key features of the following types of tyre reports:
 - end of month reports
 - health safety and environment (HSE) reports
 - job safety analysis reports
 - rim reports
 - tyre failure reports
 - tyre maintenance reports
- tyre management software.

Assessment Conditions

Assessors must satisfy SNR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the tyre management software that they have worked on, e.g. tyre reports.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- Australian standards and workplace procedures relevant to tyre management
- a range of tyre reports
- tyre management software.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Strategies Guide -

<http://www.asacompanionvolumes.com.au/aur-assessment-guide>

AURKTJ001 Remove, inspect and fit earthmoving and off-the-road tyres

Modification History

Release	Comment
Release 1	New unit of competency

Application

This unit describes the performance outcomes required to remove, inspect and fit earthmoving and off-the-road (OTR) tyres to construction, mining, agricultural and industrial vehicles. It involves removing the tyre from the rim; controlling risks; inspecting the tyre, wheel and rim assembly; recommending required repair action; fitting the tyre to the wheel and rim assembly; and preparing the tyre, wheel and rim assembly for use or storage.

It applies to those who fit earthmoving and OTR tyres, rims and wheel assemblies of 24 inches nominal diameter or greater, including a nominal diameter of more than 29 inches.

Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.

Competency Field

Mechanical - Mobile Plant

Unit Sector

Technical - Wheels and Tyres

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section
1. Prepare to remove tyre from wheel and rim assembly of a vehicle	<p>1.1 Australian standards for earthmoving and OTR tyres, manufacturer instructions, workplace procedures and safety information are identified and interpreted</p> <p>1.2 Site and task hazards are identified, and control measures determined</p> <p>1.3 <i>Work health and safety (WHS) requirements</i> are identified and applied</p> <p>1.4 Tyre, rim and mounting system is identified</p> <p>1.5 <i>Tools and equipment</i> are selected and checked according to manufacturer instructions and workplace procedures</p>
2. Control risk	<p>2.1 <i>Hazardous conditions in work environment</i> are identified and controlled</p> <p>2.2 <i>Hazardous tyre and wheel and rim assembly conditions</i> are identified and controlled</p> <p>2.3 Tyre is deflated according to Australian standards,</p>

ELEMENTS	PERFORMANCE CRITERIA
	manufacturer instructions and workplace procedures
3. Remove tyre from wheel and rim assembly	3.1 Australian standards and workplace procedures are accessed and interpreted to determine tyre removal procedures 3.2 Tyre is removed according to Australian standards and workplace procedures 3.3 Tyre removal is completed without causing component damage 3.4 Tyre and rim assembly are cleaned and visually inspected according to Australian standards and workplace procedures
4. Inspect tyre, wheel and rim assembly	4.1 Tyre is cleaned and visually inspected for damage and wear according to Australian standards and workplace procedures 4.2 Wheel and rim assembly are visually inspected for serviceability 4.3 Mounting components and fasteners are visually inspected for damage, wear, corrosion, foreign material and cracks according to workplace procedures
5. Recommend repair action and replace unserviceable parts and components	5.1 Inspection findings are recorded and reported according to workplace procedures 5.2 Recommended repair actions are documented according to workplace procedures 5.3 Unserviceable parts and components are replaced and reported according to workplace procedures
6. Fit tyre to wheel and rim assembly	6.1 Workplace procedures for fitting tyres are accessed and interpreted 6.2 Tyre is fitted according to workplace procedures 6.3 Tyre and rim assembly are checked according to Australian standards and workplace procedures to confirm correct assembly and component compatibility and serviceability prior to inflation
7. Inflate tyre	7.1 Tyre inflation safety procedures are identified and applied prior to inflating tyre 7.2 Tyre is inflated according to Australian standards and workplace procedures 7.3 Tyre and rim assembly are monitored during inflation according to Australian standards and workplace procedures
8. Complete work processes	8.1 Final work inspection is conducted to ensure work is to required standard 8.2 Tyre, wheel and rim assembly are prepared for use or storage according to workplace procedures 8.3 Tools and equipment are checked, tagged where necessary, and stored according to workplace procedures

ELEMENTS	PERFORMANCE CRITERIA
	8.3 <i>Workplace documentation</i> is completed and processed according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Skills	Description
Reading skills to:	<ul style="list-style-type: none"> • Read and interpret: <ul style="list-style-type: none"> • written information in Australian standards, workplace procedures, manufacturer instructions, and WHS requirements relating to removing, inspecting and fitting earthmoving and OTR tyres • charts, lists, drawings and other applicable documents.
Writing skills to:	<ul style="list-style-type: none"> • document inspection findings and recommend repair actions.
Oral communication skills to:	<ul style="list-style-type: none"> • ask questions to clarify instructions and procedures • report inspection results • brief team and customers.
Numeracy skills to:	<ul style="list-style-type: none"> • read and interpret both metric and imperial systems of measurement. • read and interpret mathematical information including: <ul style="list-style-type: none"> • charts and drawings • use specialist tools and measuring equipment, including: <ul style="list-style-type: none"> • gauges • pressure testing guns.
Digital literacy skills to:	<ul style="list-style-type: none"> • use workplace computerised technology and tools relating to the removal and refitting of earthmoving and OTR tyres.
Planning and organising skills to:	<ul style="list-style-type: none"> • plan and prioritise own work to achieve required outcomes.
Self-management skills to:	<ul style="list-style-type: none"> • select and use appropriate equipment, materials, processes and procedures • recognise limitations and seek timely advice.
Problem-solving skills to:	<ul style="list-style-type: none"> • seek information and assistance as required to solve problems • identify tyre condition and performance • match tyres to wheel and rim assemblies and vehicle type.
Teamwork skills to:	<ul style="list-style-type: none"> • work with team members, such as riggers, doggers, mechanics, tyre fitters, drivers and site operators.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

<p><i>Work health and safety requirements</i> must include:</p>	<ul style="list-style-type: none"> • those prescribed under Australian standards, WHS Act and regulations, and workplace policies and procedures • using machinery: <ul style="list-style-type: none"> • cranes • earthmoving and OTR tyre handlers • forklifts • grab trucks • integrated tool handlers • hazard control • manual-handling techniques • personal protective clothing and equipment • using tools and equipment • working with dangerous or toxic substances: <ul style="list-style-type: none"> • chemicals • compressed air • nitrogen gas • polyurethane resin (PUR) tyre fill • tyre additive.
<p><i>Tools and equipment</i> must include:</p>	<ul style="list-style-type: none"> • bead breakers • cranes • forklifts • grab trucks • hand tools • inflation and deflation tools • integrated tool handlers • jacks • lifting equipment • lock ring catcher • mufflers • pneumatic tools • power tools • soft face hammers • specialist tyre handling forklifts • support stands • torque tools

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

	<ul style="list-style-type: none"> • tyre levers • wire brushes.
<i>Hazardous conditions</i> must include:	<ul style="list-style-type: none"> • changing and unstable ground conditions • dust • hard, soft or uneven ground conditions • line of fire • noise • standard or non-standard heavy rims • traffic • variable weather conditions • working in or around other machinery.
<i>Work environment</i> must include:	<ul style="list-style-type: none"> • day and night • indoors and outdoors • interaction of work personnel • workshop or work site.
<i>Hazardous tyre and wheel and rim assembly conditions</i> must include:	<ul style="list-style-type: none"> • blocked or damaged valves • cracks • corrosion • cuts and damage • distortion • dislodged components • expired scheduled testing date • heat damage • leakage • mechanical damage • structural damage • tyre defects • under- or over-inflated tyre • valve gear • wear • wheel and rim component defects.
<i>Mounting components and fasteners</i> must include:	<ul style="list-style-type: none"> • adaptor rings • bolts • cleats • nuts • reducers • spacer bands

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

	<ul style="list-style-type: none"> • studs • washers • wedge bands • wedges.
<i>Workplace documentation</i> must include:	<ul style="list-style-type: none"> • job safety analysis • risk assessment • tyre change documentation.

Unit Mapping Information

No equivalent unit.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Requirements for AURKTJ001 Remove, inspect and fit earthmoving and off-the-road tyres

Modification History

Release	Comment
Release 1	New unit of competency

Performance Evidence

Before competency can be determined, individuals must have competently removed, inspected and fitted earthmoving and off-the-road (OTR) tyres on a minimum of three occasions, on a range of earthmoving and OTR tyres that include tyres of a nominal diameter of greater than 29 inches.

Individuals must demonstrate they can:

- follow safety procedures and requirements when removing, inspecting and fitting tyres
- communicate effectively with others involved in or affected by the inspection findings
- select methods and techniques appropriate to the circumstances
- prepare for work systematically
- follow removal and refitting procedures, Australian standards for earthmoving and OTR tyres, and workplace procedures
- finalise inspection and complete workplace documentation.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- Australian standards relevant to removing, inspecting and fitting earthmoving and OTR tyres
- procedures relating to earthmoving and OTR tyres:
 - fitting
 - hazard identification and risk control methods
 - inflation and deflation
 - inspection
 - post-fitting inspection
 - pre-removal inspection
- removal procedures of earthmoving and OTR wheel and rim assemblies relating to:
 - methods of undoing fasteners
 - handling methods of earthmoving and OTR wheel and rim assemblies
 - safety lock rim
 - split industrial rim
 - rim or hub-mounted multi-piece rim
 - one piece wheel and rim
- types and classifications of earthmoving and OTR tyres, rims and wheel assemblies
- types of mounting systems for earthmoving and OTR wheel and rim assemblies
- tyre deflation methods of earthmoving and OTR tyres
- work health and safety (WHS) requirements relevant to removing, inspecting and fitting earthmoving and OTR tyres.

Assessment Conditions

Assessors must satisfy SNR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the vehicles that they have worked on, e.g. repair orders.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- Australian standards relevant to removing, inspecting and fitting earthmoving and OTR tyres, wheels and rim assemblies
- grab truck
- earthmoving and OTR tyres, wheels and rim assemblies
- tyre, wheel and rim assembly specifications and workplace instructions
- tools and equipment appropriate for removing, inspecting and fitting earthmoving and OTR tyres
- earthmoving and OTR tyre handler
- WHS requirements and workplace procedures relevant to removing, inspecting and fitting earthmoving and OTR tyres
- workplace location or simulated workplace.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Strategies Guide -

<http://www.asacompanionvolumes.com.au/aur-assessment-guide>

AURKTJ002 Remove, inspect and fit earthmoving and off-the-road wheel and rim assemblies

Modification History

Release	Comment
Release 1	New unit of competency

Application

This unit describes the performance outcomes required to remove, inspect and fit earthmoving and off-the-road (OTR) wheel and rim assemblies and fasteners.

It applies to those who fit earthmoving and OTR tyres, rim and wheel assemblies of 24 inches nominal diameter or greater, including a nominal diameter of more than 29 inches, in the construction, mining, agricultural and other industrial environments.

Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.

Competency Field

Mechanical - Mobile Plant

Unit Sector

Technical - Wheels and Tyres

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section
1. Prepare to remove wheel and rim assembly from a vehicle	<p>1.1 Australian standards for earthmoving and OTR wheel and rim assemblies, workplace procedures and <i>work health and safety (WHS) requirements</i> are identified and interpreted</p> <p>1.2 Site and task hazards are identified, and control measures determined</p> <p>1.3 <i>Wheel and rim assembly</i> to be removed is identified</p> <p>1.4 Wheel and rim assembly is cleaned and visually inspected to assess potential health and safety threats according to workplace procedures</p> <p>1.5 <i>Tools and equipment</i> are selected and checked according to manufacturer instructions and workplace procedures</p>
2. Control risk	<p>2.1 <i>Hazardous conditions</i> in <i>work environment</i> are identified and controlled</p> <p>2.2 <i>Hazardous wheel and rim assembly conditions</i> are identified and controlled</p>
3. Remove wheel and rim assembly from vehicle	<p>3.1 Vehicle is raised and supported according to Australian standards and workplace procedures</p> <p>3.2 Tyre is deflated according to Australian standards and workplace procedures</p> <p>3.3 Wheel and rim assembly is removed according to manufacturer instructions and workplace procedures</p>
4. Inspect wheel and rim assembly, mounting surfaces and fasteners	<p>4.1 Wheel and rim assembly is cleaned and visually inspected according to Australian standards and workplace procedures</p> <p>4.2 <i>Mounting components and fasteners</i> are visually inspected according to manufacturer instructions and workplace procedures</p> <p>4.3 Findings are recorded and reported according to Australian standards and workplace procedures</p>
5. Fit wheel and rim assembly	<p>5.1 Wheel and rim assembly is <i>checked and confirmed</i> prior to fastening</p> <p>5.2 Wheel and rim assembly is fitted using handling equipment according to Australian standards and workplace procedures</p> <p>5.3 Wheel and rim assembly positioning and alignment are checked prior to fastening</p> <p>5.4 Wheel and rim assembly tightening sequence and torque settings are applied according to Australian standards and</p>

ELEMENTS	PERFORMANCE CRITERIA
	workplace procedures
6. Inflate tyre	<p>6.1 Tyre inflation safety procedures are identified and applied prior to inflating tyre</p> <p>6.2 Tyre is inflated according to Australian standards and workplace procedures</p> <p>6.3 Tyre, wheel and rim assembly are monitored during inflation according to Australian standards and workplace procedures</p>
7. Complete work processes	<p>7.1 Vehicle is lowered according to Australian standards and workplace procedures</p> <p>7.2 Wheel fastener torque settings are re-checked according to Australian standards and workplace procedures</p> <p>7.3 Wheel and rim assembly clearances are checked</p> <p>7.4 Final inspection is made to ensure work is to workplace requirements</p> <p>7.5 Tools and equipment are checked and stored according to workplace procedures</p> <p>7.6 Workplace documentation is completed and processed according to workplace procedures</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Skills	Description
Reading skills to:	<ul style="list-style-type: none"> • Read and interpret: <ul style="list-style-type: none"> • written information in Australian standards, workplace procedures, manufacturer instructions, and WHS requirements relating to removing, inspecting and fitting earthmoving and OTR wheel and rim assemblies • charts, lists, drawings and other applicable documents.
Writing skills to:	<ul style="list-style-type: none"> • document inspection findings and recommended repair actions.
Oral communication skills to:	<ul style="list-style-type: none"> • follow oral instructions • ask questions to clarify instructions and procedures • report inspection results • brief team and customers.
Numeracy skills to:	<ul style="list-style-type: none"> • read and interpret both metric and imperial systems of measurement • use specialist tools and measuring equipment, including: <ul style="list-style-type: none"> • gauges • pressure testing guns. • read and interpret mathematical information including: <ul style="list-style-type: none"> • charts and drawings.
Digital literacy skills to:	<ul style="list-style-type: none"> • use workplace computerised technology and tools relating to removing and refitting earthmoving and OTR wheel and rim assemblies.
Planning and organising skills to:	<ul style="list-style-type: none"> • plan and prioritise own work to achieve required outcomes.
Self-management skills to:	<ul style="list-style-type: none"> • select and use appropriate equipment, materials, processes and procedures • recognise limitations and seek timely advice.
Problem-solving skills to:	<ul style="list-style-type: none"> • seek information and assistance as required to solve problems • identify tyre condition and performance • match wheel and rim assemblies to tyres and vehicle type.
Teamwork skills to:	<ul style="list-style-type: none"> • work with team members, such as riggers, doggers, mechanics, tyre fitters, drivers and site operators.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

<p><i>Work health and safety requirements</i> must include:</p>	<ul style="list-style-type: none"> • those prescribed under Australian standards, WHS Act and regulations, and workplace policies and procedures • hazard control • manual-handling techniques • personal protective clothing and equipment • use of tools and equipment • working with dangerous or toxic substances: <ul style="list-style-type: none"> • chemicals • compressed air • nitrogen gas • polyurethane resin (PUR) tyre fill • tyre additive.
<p><i>Wheel and rim assembly</i> must include:</p>	<ul style="list-style-type: none"> • one piece wheel and rim • rim or hub mounted multi-piece rim • rim or hub mounted split rim • safety lock rim • split rim • tyre and rim • tyre and rim mounted to a hub.
<p><i>Tools and equipment</i> must include:</p>	<ul style="list-style-type: none"> • bead breakers • cranes • earthmoving and OTR tyre handlers • forklifts • grab trucks • hand tools • inflation and deflation tools • integrated tool handlers • jacks • lifting equipment • lock ring catcher • mufflers • pneumatic tools • power tools • soft face hammers • specialist tyre handling forklifts • support stands

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

	<ul style="list-style-type: none"> • torque tools • tyre levers • wire brushes.
<i>Hazardous conditions</i> must include:	<ul style="list-style-type: none"> • changing and unstable ground conditions • dust • hard, soft or uneven ground conditions • line of fire • noise • standard or non-standard heavy rims • traffic • variable weather conditions • working in or around other machinery.
<i>Work environment</i> must include:	<ul style="list-style-type: none"> • day and night • indoors and outdoors • interaction of work personnel • workshop or work site.
<i>Hazardous wheel and rim assembly conditions</i> must include:	<ul style="list-style-type: none"> • blocked or damaged valves • cracks • corrosion • cuts and damage • distortion • dislodged components • expired scheduled testing date • heat damage • leakage • mechanical damage • structural damage • tyre defects • under- or over-inflated tyre • valve gear • wear • wheel and rim component defects.
<i>Mounting components and fasteners</i> must include:	<ul style="list-style-type: none"> • adaptor rings • bolts • cleats • nuts • reducers

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

	<ul style="list-style-type: none">• spacer bands• studs• washers• wedge bands• wedges.
<i>Checked and confirmed</i> must include:	<ul style="list-style-type: none">• component compatibility• wheel and rim component serviceability• correct assembly of wheel and rim assembly.
<i>Workplace documentation</i> must include:	<ul style="list-style-type: none">• job safety analysis• risk assessment• tyre change documentation.

Unit Mapping Information

No equivalent unit.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Requirements for AURKTJ002 Remove, inspect and fit earthmoving and off-the-road wheel and rim assemblies

Modification History

Release	Comment
Release 1	New unit of competency

Performance Evidence

Before competency can be determined, individuals must have competently removed, inspected and fitted earthmoving and off-the-road (OTR) wheel and rim assemblies on a minimum of three occasions on a range of earthmoving and OTR wheel and rim assemblies. The work must have included tyres of a nominal diameter of greater than 29 inches. Individuals must demonstrate they can:

- follow safety procedures and requirements when working with wheel and rim assemblies
- communicate effectively with others involved in or affected by the inspection findings
- select methods and techniques appropriate to the circumstances
- prepare for work systematically
- follow removal and refitting procedures, Australian standards for earthmoving and OTR tyres, and workplace procedures.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- Australian standards relevant to removing, inspecting and fitting earthmoving and OTR wheel and rim assemblies
- procedures relating to earthmoving and OTR wheel and rim assemblies:
 - fitting
 - hazard identification and risk control methods
 - inflation and deflation
 - inspection
 - post-fitting inspection
 - pre-removal inspection
- raising, supporting and lowering procedures for mining and construction vehicles that include soft ground support procedures and systems
- removal procedures of earthmoving and OTR wheel and rim assemblies:
methods of undoing wheel or rim fasteners
 - handling methods
 - safety lock rim
 - split industrial rim
 - rim or hub mounted multi-piece rim
 - one piece wheel and rim
- types and classifications of earthmoving and OTR tyres, wheels and rim assemblies
- types of mounting systems for earthmoving and OTR wheel and rim assemblies
- tyre deflation methods of earthmoving and OTR tyres
- WHS requirements relevant to removing, inspecting and fitting earthmoving and OTR tyres.

Assessment Conditions

Assessors must satisfy SNR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the vehicles that they have worked on, e.g. repair orders.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- Australian standards relevant to removing, inspecting and fitting earthmoving and OTR wheel and rim assemblies
- grab truck
- earthmoving and OTR wheel and rim assemblies
- tyre, wheel and rim assembly specifications and workplace instructions
- tools and equipment appropriate for removing and fitting earthmoving and OTR wheel and rim assemblies
- earthmoving and OTR tyre handler
- vehicles with earthmoving and OTR wheel and rim assemblies
- WHS requirements relevant to removing, inspecting and fitting earthmoving and OTR wheel and rim assemblies
- workplace location or simulated workplace.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Strategies Guide -

<http://www.asacompanionvolumes.com.au/aur-assessment-guide>

AURKTJ003 Perform minor repairs to earthmoving and off-the-road tyres

Modification History

Release	Comment
Release 1	New unit of competency

Application

This unit describes the performance outcomes required to conduct non-destructive testing of vehicle wheel and rim assemblies. It requires the ability to use technical skills to prepare for and conduct non-destructive testing.

It applies to those who conduct non-destructive testing of vehicle wheels and rims in order to determine their serviceability by checking for material defects and malfunctions.

Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.

Competency Field

Mechanical - Mobile Plant

Unit Sector

Technical - Wheels and Tyres

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section
1. Prepare for non-destructive testing	1.1 Workplace procedures and manufacturer instructions are used to determine job requirements 1.2 Inspection area is cleaned and prepared for testing using workplace materials and in line with required procedures 1.3 Tools and equipment are checked for safety and serviceability 1.4 Non-destructive test equipment is prepared according to manufacturer instructions and workplace procedures 1.5 Work area and equipment problems are reported to appropriate personnel
2. Perform non-destructive testing	2.1 Testing methods are determined in line with workplace procedures and manufacturer specifications 2.2 Hazards and safety requirements associated with testing are identified and addressed 2.3 Testing is performed according to workplace procedures and manufacturer instructions 2.4 Non-conformance and defects are identified against workplace procedures and manufacturer instructions 2.5 Test results are verified and documented according to workplace procedures
3. Clean work area	3.1 Testing equipment is maintained and stored according to workplace procedures 3.2 Work area is cleaned and prepared for subsequent use

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Skills	Description
Reading skills to:	<ul style="list-style-type: none"> • read and interpret information in: • written workplace procedures • manufacturer instructions • charts, lists, drawings and other applicable documents • collect, analyse, organise and understand information relating to non-destructive test results.
Writing skills to:	<ul style="list-style-type: none"> • produce reporting documentation detailing non-destructive test results.
Oral communication skills to:	<ul style="list-style-type: none"> • confirm work requirements • report work outcomes and problems.
Numeracy skills to:	<ul style="list-style-type: none"> • read and interpret both metric and imperial systems of measurement. • read and interpret mathematical information including: • charts and drawings • use mathematical ideas and techniques to complete measurements and estimate material requirements required for non-destructive testing.
Planning and organising skills to:	<ul style="list-style-type: none"> • prepare and lay out work area, and obtain equipment and material to avoid wastage, backtracking and workflow interruptions.
Teamwork skills to:	<ul style="list-style-type: none"> • work with team members, such as technical supervisors, technicians and workers.

Unit Mapping Information

No equivalent unit.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Requirements for AURKTJ003 Perform minor repairs to earthmoving and off-the-road tyres

Modification History

Release	Comment
Release 1	New unit of competency

Performance Evidence

Before competency can be determined, individuals must have competently conducted non-destructive testing on wheels and rims on a minimum of four occasions, using at least two of the following hardness testing methods:

- penetrant
- magnetic
- Rockwell
- Brinell.

Individuals must demonstrate they can:

- prepare equipment for testing, including zeroing and calibration checks
- select and apply testing methods
- verify test results
- record test outcomes.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- principles and methods of penetrant, magnetic, Rockwell and Brinell hardness testing, and limitations, advantages and hazards associated with the testing
- non-destructive testing terminology
- non-destructive test equipment use, maintenance and storage
- non-destructive testing preparation procedures
- non-destructive testing verification methods and techniques
- non-destructive testing analysis techniques
- reporting and recording procedures relevant to non-destructive testing.

Assessment Conditions

Assessors must satisfy SNR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the equipment that they have worked on, e.g. test results.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- Australian standards relevant to the non-destructive testing of wheel and rim assemblies
- workplace procedures and manufacturer instructions
- non-destructive testing equipment
- workplace location or simulated workplace.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Strategies Guide -

<http://www.asacompanionvolumes.com.au/aur-assessment-guide>

AURKTJ004 Conduct non-destructive testing of wheel and rim assemblies

Modification History

Release	Comment
Release 1	New unit of competency

Application

This unit describes the performance outcomes required to conduct non-destructive testing of vehicle wheel and rim assemblies. It requires the ability to use technical skills to prepare for and conduct non-destructive testing.

It applies to those who conduct non-destructive testing of vehicle wheels and rims in order to determine their serviceability by checking for material defects and malfunctions.

Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.

Competency Field

Mechanical - Mobile Plant

Unit Sector

Technical - Wheels and Tyres

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section
1. Prepare for non-destructive testing	<ul style="list-style-type: none"> 1.1 Workplace procedures and manufacturer instructions are used to determine job requirements 1.2 Inspection area is cleaned and prepared for testing using workplace materials and in line with required procedures 1.3 Tools and equipment are checked for safety and serviceability 1.4 Non-destructive test equipment is prepared according to manufacturer instructions and workplace procedures 1.5 Work area and equipment problems are reported to appropriate personnel
2. Perform non-destructive testing	<ul style="list-style-type: none"> 2.1 Testing methods are determined in line with workplace procedures and manufacturer specifications 2.2 Hazards and safety requirements associated with testing are identified and addressed 2.3 Testing is performed according to workplace procedures and manufacturer instructions 2.4 Non-conformance and defects are identified against workplace procedures and manufacturer instructions 2.5 Test results are verified and documented according to workplace procedures
3. Clean work area	<ul style="list-style-type: none"> 3.1 Testing equipment is maintained and stored according to workplace procedures 3.2 Work area is cleaned and prepared for subsequent use

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Skills	Description
Reading skills to:	<ul style="list-style-type: none"> read and interpret information in: <ul style="list-style-type: none"> written workplace procedures manufacturer instructions charts, lists, drawings and other applicable documents collect, analyse, organise and understand information relating to non-destructive test results.
Writing skills to:	<ul style="list-style-type: none"> produce reporting documentation detailing non-destructive test results.
Oral communication skills to:	<ul style="list-style-type: none"> confirm work requirements report work outcomes and problems.
Numeracy skills to:	<ul style="list-style-type: none"> read and interpret both metric and imperial systems of measurement. read and interpret mathematical information including: <ul style="list-style-type: none"> charts and drawings use mathematical ideas and techniques to complete measurements and estimate material requirements required for non-destructive testing.
Planning and organising skills to:	<ul style="list-style-type: none"> prepare and lay out work area, and obtain equipment and material to avoid wastage, backtracking and workflow interruptions.
Teamwork skills to:	<ul style="list-style-type: none"> work with team members, such as technical supervisors, technicians and workers.

Unit Mapping Information

No equivalent unit.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Requirements for AURKTJ004 Conduct non-destructive testing of wheel and rim assemblies

Modification History

Release	Comment
Release 1	New unit of competency

Performance Evidence

Before competency can be determined, individuals must have competently conducted non-destructive testing on wheels and rims on a minimum of four occasions, using at least two of the following hardness testing methods:

- penetrant
- magnetic
- Rockwell
- Brinell.

Individuals must demonstrate they can:

- prepare equipment for testing, including zeroing and calibration checks
- select and apply testing methods
- verify test results
- record test outcomes.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- principles and methods of penetrant, magnetic, Rockwell and Brinell hardness testing, and limitations, advantages and hazards associated with the testing
- non-destructive testing terminology
- non-destructive test equipment use, maintenance and storage
- non-destructive testing preparation procedures
- non-destructive testing verification methods and techniques
- non-destructive testing analysis techniques
- reporting and recording procedures relevant to non-destructive testing.

Assessment Conditions

Assessors must satisfy SNR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the equipment that they have worked on, e.g. test results.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- Australian standards relevant to the non-destructive testing of wheel and rim assemblies
- workplace procedures and manufacturer instructions
- non-destructive testing equipment
- workplace location or simulated workplace.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Strategies Guide -

<http://www.asacompanionvolumes.com.au/aur-assessment-guide>

AURKTJ005 Select earthmoving and off-the-road tyres, wheels and rim assemblies for specific applications

Modification History

Release	Comment
Release 1	New unit of competency

Application

This unit describes the performance outcomes required to select earthmoving and off-the-road (OTR) vehicle tyres, wheels and rim assemblies to suit specific applications. It involves identifying and confirming work requirements; preparing for work; selecting tyres, wheels and rim assemblies; and completing work finalisation processes.

It applies to those working on earthmoving and OTR vehicle tyres, wheels and rim assemblies in the mining, construction and other industrial environments.

Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.

Competency Field

Mechanical - Mobile Plant

Unit Sector

Technical - Wheels and Tyres

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section
1. Prepare to select tyres, wheels and rim assemblies	1.1 Customer and job requirements are determined 1.2 Workplace instructions and information required to select tyres, wheels and rim assemblies are sourced
2. Determine appropriate tyres, wheels and rim assemblies	2.1 Information required to select earthmoving and OTR tyres, wheels and rim assemblies is accessed from manufacturer and component supplier specifications 2.2 Tyre, wheel and rim assembly options are analysed to identify technical compliance, economic benefits and operational requirements 2.3 Selection procedures are carried out according to workplace instructions and work health and safety (WHS) requirements 2.4 Product is selected according to customer requirements, manufacture and component supplier specifications
3. Complete selection of tyres, wheels and rim assemblies	3.1 Customer is briefed on product selection 3.2 Required documentation regarding selection is completed

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Skills	Description
Learning skills to:	<ul style="list-style-type: none">identify sources of information and assistance in selecting earthmoving and OTR tyres, wheels and rim assemblies.
Reading skills to:	<ul style="list-style-type: none">read and interpret written information in: job instructions manufacturer and component supplier specifications workplace instructions.
Writing skills to:	<ul style="list-style-type: none">complete workplace documentationdocument product selection.
Oral communication skills to:	<ul style="list-style-type: none">ask questions to clarify instructions, procedures or customer requirementsbrief customer on product selectionfollow oral instructions.
Numeracy skills to:	<ul style="list-style-type: none">read and interpret both metric and imperial systems of measurement.interpret numerical information in: job instructions manufacturer and component supplier specifications workplace instructions relating to wheels, rim assemblies, and tyres.
Problem-solving skills to:	<ul style="list-style-type: none">seek information and assistance to solve problems.

Unit Mapping Information

No equivalent unit.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Requirements for AURKTJ005 Select earthmoving and off-the-road tyres, wheels and rim assemblies for specific applications

Modification History

Release	Comment
Release 1	New unit of competency

Performance Evidence

Before competency can be determined, individuals must have competently selected a minimum of two different earthmoving and off-the-road (OTR) tyres, wheels and rim assemblies.

Individuals must demonstrate they can:

- access and interpret information required for selecting tyres, wheels and rim assemblies
- select a range of earthmoving and OTR vehicle tyres, wheels and rim assemblies according to customer, workplace, manufacturer and component supplier requirements, observing safety procedures and requirements.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- Australian standards relating to earthmoving and OTR vehicle tyres, wheels and rim assemblies
- work health and safety requirements relating to selecting earthmoving and OTR vehicle tyres, wheels and rim assemblies
- earthmoving and OTR vehicle tyres, wheels and rim assembly terminology and codes
- earthmoving and OTR tyre tread patterns; and tyre and wheel and rim assembly types and their applications.

Assessment Conditions

Assessors must satisfy SNR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the vehicles that they have worked on, e.g. repair orders.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- workplace location or simulated workplace
- Australian standards relating to earthmoving and OTR vehicle tyres, wheels and rim assemblies
- earthmoving and OTR vehicles with tyres, wheels and rim assemblies
- manufacturer and component supplier specifications
- workplace instructions.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Strategies Guide -

<http://www.asacompanionvolumes.com.au/aur-assessment-guide>

AURKTJ006 Use earthmoving and off-the-road tyre handlers

Modification History

Release	Comment
Release 1	New unit of competency

Application

This unit describes the performance outcomes required to use an earthmoving and off-the-road (OTR) tyre handler. It includes checking the tyre handler and work site for suitability, operating the tyre handler, and completing work according to operational requirements.

It applies to those who fit earthmoving and OTR tyres, wheels and rim assemblies of 24 inches nominal diameter or greater, including a nominal diameter of more than 29 inches, in the construction, mining, agricultural and other industrial environments.

Earthmoving and OTR tyre handlers must be operated in compliance with the licence requirements and regulations of the relevant state or territory authority. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Competency Field

Mechanical - Mobile Plant

Unit Sector

Technical - Wheels and Tyres

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section
1. Check tyre handler and work site for suitability	1.1 Work site is selected for operations 1.2 Work area is checked for obstructions and proximity to vehicles and equipment 1.3 Barriers and warning signs are erected in areas where there may be passing traffic 1.4 Specialist equipment and tools are selected 1.5 Tyre handler is inspected for serviceability and compliance with relevant Australian standards
2. Operate tyre handler	2.1 Tyre handler pre-operational checks are conducted, and any operating hazards identified and addressed 2.2 Tyre handler, and specialist equipment and tools are operated within safe working limits and to maximise efficiency of operations 2.3 Tyres, wheels and rim assemblies are handled according to workplace procedures and Australian standards
3. Complete work	3.1 Barriers and warning signs are removed and stored 3.2 Tyre handler, and specialist equipment and tools are returned to appropriate storage or parking area 3.3 Documentation is completed, reporting any <i>damage or faults</i>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Skills	Description
Reading skills to:	<ul style="list-style-type: none"> read and interpret written information in Australian standards and workplace procedures relating to the use of earthmoving and OTR tyre handlers.
Writing skills to:	<ul style="list-style-type: none"> document actions required during work.
Oral communication skills to:	<ul style="list-style-type: none"> report damage or faults.
Numeracy skills to:	<ul style="list-style-type: none"> interpret vehicle instruments and indicators read and interpret both metric and imperial systems of measurement.
Initiative skills to:	<ul style="list-style-type: none"> identify and avoid potential work obstructions and danger to passing traffic.
Planning and organising skills to:	<ul style="list-style-type: none"> prepare and lay out work area, and obtain equipment and material to avoid wastage, backtracking and workflow interruptions.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

<i>Damage or faults</i> must include:	<ul style="list-style-type: none"> specialist equipment and tools damage tyre, wheel and rim assembly damage tyre handler damage or faults work area damage.
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Unit Mapping Information

No equivalent unit.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Requirements for AURKTJ006 Use earthmoving and off-the-road tyre handlers

Modification History

Release	Comment
Release 1	New unit of competency

Performance Evidence

Before competency can be determined, individuals must have competently used an off-the-road (OTR) tyre handler on a minimum of three occasions.

Individuals must demonstrate they can:

- communicate effectively with others involved in or affected by the tyre handler work
- prepare for work systematically
- observe safety procedures and requirements when operating earthmoving and OTR tyre handlers
- select methods and techniques to operate an earthmoving and OTR tyre handler appropriate to the circumstances.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- Australian standards and workplace procedures relevant to operating an earthmoving and OTR tyre handler
- duty of care requirements relating to operating an earthmoving and OTR tyre handler
- handling procedures for earthmoving and OTR tyre handlers
- earthmoving and OTR tyre handler controls, instruments and indicators and their use
- operating hazards and procedures to be followed in the event of an operational emergency
- procedures for pre-operational checks
- factors affecting selection of work site, including site layout and obstacles.

Assessment Conditions

Assessors must satisfy SNR/AQTF assessor requirements and have a current earthmoving and OTR tyre handler licence.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the vehicles that they have worked on, e.g. vehicle log books.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- Australian standards relevant to the use of an earthmoving and OTR tyre handler
- earthmoving and OTR tyre and wheel and rim assemblies
- tools and equipment appropriate to the use of an earthmoving and OTR tyre handler
- earthmoving and OTR tyre handler
- vehicles with earthmoving and OTR tyres, wheel and rim assemblies
- workplace instructions relating to the use of earthmoving and OTR tyre handlers
- workplace location or simulated workplace.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>

Assessment Strategies Guide -

<http://www.asacompanionvolumes.com.au/aur-assessment-guide>

AUMAQA001 Apply quality assurance techniques

Modification History

Release	Comment
Release 1	Unit updated to reflect the new standards for Training Packages Replaces AUMAQA4001 Apply quality assurance techniques

Application

This unit describes the performance outcomes required to apply quality assurance techniques required in an automotive manufacturing environment.

It involves the application of skills and knowledge during the design, development and production of automotive plant, tools, equipment and systems at a production worker level. No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Manufacturing - Common

Unit Sector

Quality

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section
1. Interpret and apply workplace quality standards	<p>1.1 <i>Instructions</i> and plans are interpreted to identify processes and materials to complete work tasks</p> <p>1.2 Workplace quality standards are interpreted and applied to work tasks</p> <p>1.3 Process improvement tools are used either individually or in a team to identify design, development and production quality problems</p>
2. Monitor and report on quality	<p>2.1 Finished materials and products are checked for quality against workplace quality standards and according to <i>workplace procedures</i></p> <p>2.2 Non-conforming materials and products are identified and reported</p> <p>2.3 Quality problems are analysed to identify the root cause using analytical tools</p> <p>2.4 Strategies to improve quality are developed and recommended according to workplace procedures</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Skills	Description
Reading skills to:	<ul style="list-style-type: none"> identify and review quality improvement plans interpret instructions and plans, relevant legislation, regulations, standards, codes of practice, safe work practices and workplace procedures.
Writing skills to:	<ul style="list-style-type: none"> legibly record and report quality improvement progress.
Oral communication skills to:	<ul style="list-style-type: none"> communicate between production and quality team members discuss quality improvement plans with team leader and clarify quality assurance requirements.
Numeracy skills to:	<ul style="list-style-type: none"> use analytical tools, instructions and plans calculate materials to complete work tasks.
Digital literacy skills to:	<ul style="list-style-type: none"> use computers and computer software, such as email, databases, spreadsheets and word processing.
Teamwork skills to:	<ul style="list-style-type: none"> work effectively with diverse team members.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

<i>Instructions</i> must include:	<ul style="list-style-type: none"> engineering specifications and drawings operator instruction systems (OIS) or workplace equivalent process control plans (PCPs) or workplace equivalent standard operating procedures (SOPs) or workplace equivalent.
<i>Workplace procedures</i> must include:	<ul style="list-style-type: none"> quality standards use of tools and equipment work health and safety (WHS) requirements workplace recording and reporting.

Unit Mapping Information

No equivalent unit.

Links

Implementation Guide -

<http://www.asacompanionvolumes.com.au/aum-implementation-guide>

Assessment Requirements for AUMAQA001 Apply quality assurance techniques

Modification History

Release	Comment
Release 1	Unit updated to reflect the new standards for Training Packages Replaces AUMAQA4001 Apply quality assurance techniques

Performance Evidence

Before competency can be determined, individuals must have competently applied quality standards on a minimum of three occasions.

Individuals must demonstrate they can:

- comply with workplace production standards and quality assurance techniques
- apply workplace procedures relating to quality assurance techniques
- communicate effectively with team leaders and team members to ensure quality assurance
- document quality improvement activity and techniques
- complete quality improvement reports.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- quality processes
- workplace procedures relating to quality assurance techniques
- process improvement tools
- processes and procedures for implementing quality improvement activities, including:
 - processes and required resources from a quality improvement plan
 - identifying and allocating tasks from the quality improvement plan
 - recording and reporting procedures for monitoring progress of quality improvement plan activities
- types, layout and application of quality improvement activity reports.

Assessment Conditions

Assessors must satisfy SNR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the application of quality assurance techniques.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- automotive manufacturing workplace or simulated workplace
- tools, equipment and machinery required when producing motor vehicles
- workplace procedures relating to quality assurance techniques
- quality improvement plan
- process control plans (PCPs) or workplace equivalent.

Links

Implementation Guide -

<http://www.asacompanionvolumes.com.au/aum-implementation-guide>

Assessment Strategies Guide -

<http://www.asacompanionvolumes.com.au/aum-assessment-guide>

AURACA3002 Establish customer requirements of a complex nature

Modification History

Release	Comment
Release 1	Replaces AURC362721A Establish customer requirements of a complex nature Unit code updated to meet policy requirements. Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	This unit of competency covers the competence to establish customer requirements for sales, parts, administration, finance or services which are more complex. Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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Application of the Unit

Application of the unit	
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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 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. Confirm customer requirements	1.1. Questioning and active listening techniques are used to clarify customer needs 1.2. Customer requirements are elicited professionally, courteously, with tact and without presumptions 1.3. Customer requirements are fed back accurately and concisely to the customer for confirmation 1.4. Customer requirements are documented accurately in language that can be understood by the customer and by staff 1.5. Customer requirements are documented in accordance with industry, legal and/or enterprise standards and procedures 1.6. Customer acknowledgement and confirmation of the documented requirements are obtained
2. Advise customer of available options	2.1. Viable options to customer needs are generated by the employee 2.2. Viable options that conform to industry, legal and/or enterprise policies and procedures are generated by the employee 2.3. Suppliers are contacted to research options 2.4. Options are explained and discussed with the customer to facilitate customer understanding 2.5. Supporting information is made available to the customer, to facilitate customer understanding 2.6. Benefits and approximate costs of each option are explained to the customer to facilitate informed decision making
3. Inform customer of costs	3.1. Customer is provided with estimated costs and timeframes of selected option 3.2. Costs and timeframes are communicated verbally or in writing, in accordance with enterprise standards and procedures 3.3. Sale or service conditions are explained to customer
4. Agree action plan with customer	4.1. Customer's preferred option, including agreed delivery timeframe, is detailed in action plan 4.2. Agreed action plan is documented 4.3. Customer commitment to agreed action plan is gained, in accordance with enterprise requirements 4.4. Assistance with paperwork requiring completion by customer is provided 4.5. Customer feedback is sought on services provided

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collect, organise and understand information related to collating and analysing customer requirements and information
- communication skills in relation to dealing with customers, difficult customers and managing conflict and negotiation
- literacy skills in regard to message taking in person or by telephone and completing written or computer documents of customer requirements and action plans
- plan and organise activities to select and follow processes/procedures to ensure desired outcome
- work with others and in a team by requesting and using information/assistance from colleagues
- use mathematical ideas and techniques to include numerical skills in relation to calculating/modelling various financial and/or insurance arrangements
- establish diagnostic processes which include operational skills and techniques in customer service and problem-solving skills
- use workplace technology related to technical skills in operating enterprise telephone systems and other communication equipment

Required knowledge

Knowledge of:

- industry/enterprise policies and procedures in regard to:
 - customer service
 - customer requirements/needs documentation
 - allocated duties/responsibilities
- the range of enterprise merchandise and services, location of departments/sections and telephone extensions of departments/sections, suppliers, finance and insurance
- legislation and statutory requirements, including workplace health and safety (WHS), consumer law, trade practices and fair trading legislation
- industry/workplace codes of practice in relation to customer service

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • identifying customer requirements professionally, courteously, with tact and without presumptions • generating and advising customer of viable options to meet customer needs • calculating and informing customer of detailed costs and timeframes of agreed option • proposing and gaining agreement by customer to an action plan to satisfy customer needs.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • This unit may be assessed in conjunction with other units that form part of the job role or function. • Elements of competence contain both knowledge and practical components. Knowledge components may be assessed off the job. Practical components should be assessed on the job or in a simulated work environment. • Evidence is best gathered using the products, processes and procedures of the individual workplace as the means by which the candidate achieves industry competencies. • The following should be made available: <ul style="list-style-type: none"> • a workplace or simulated workplace • documentation, such as enterprise policy and procedure manuals relating to customer service, enterprise telephone directory, legislation and codes of practice • a range of customers with different complex requirements (real or simulated) • a communication system or a range of communication equipment • real or simulated customer documents or database • a qualified workplace assessor.
Method of assessment	<p>It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed</p>

EVIDENCE GUIDE	
	authentication arrangements.

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.

Unit scope	Enterprises may vary in size, type and location, in the range of merchandise and services provided and in delivery policies
Customers	Customers may: <ul style="list-style-type: none"> • be regular or new • have special or unusual requests • be from a range of social, cultural or ethnic backgrounds and with different physical and mental abilities
Staff	Staff may be: <ul style="list-style-type: none"> • full-time, part-time or casual and vary in terms of training, product knowledge and staffing levels • operating in routine or busy trading conditions
Complex customer requirements	Complex customer requirements may include, but are not limited to: <ul style="list-style-type: none"> • unusual or out of the ordinary problems, requirements of special or high importance customers, complex technical problems, matters involving more than one solution or area of service, needs of customers who have not been happy with some aspect of product or service provided or complex financial or insurance arrangements, such as lease, fleet or warranty extension arrangements
Information/documents	Information/documents may include: <ul style="list-style-type: none"> • enterprise policies and procedures relating to customer service, equipment and product manufacturer/component supplier specifications, enterprise operating procedures, legislative and regulatory requirements, industry/workplace codes of practice and customer requirements

Unit Sector(s)

Unit sector	Sales and Marketing
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Co-requisite units

Not applicable.

Competency field

Competency field	Common
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AURAEA3003 Monitor environmental and sustainability best practice in the automotive mechanical industry

Modification History

Release	Comment
Release 1	Replaces AURT271781A Implement and monitor environmental regulations in the automotive mechanical industry Performance Criteria updated to reflect sustainability

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes required to apply and monitor environmental regulations and sustainability best practice whilst undertaking mechanical service or repair of light or heavy vehicles, motorcycles, outdoor power equipment or their components in the automotive mechanical industry.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.</p>
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Application of the Unit

Application of the unit	Work involves the theory, knowledge and application of skills related to environmental regulations and sustainability best practice in the automotive mechanical industry.
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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 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

ELEMENT	PERFORMANCE CRITERIA
1. Apply and monitor environment regulations	1.1.Reasons for ethical environmental practice in an automotive workplace are identified 1.2.Environmental responsibilities and penalties for individual breaches of legislation and regulations are identified 1.3.Documents and procedures relevant to environmental safety and hazards are applied 1.4.Safety equipment and other material necessary to support environmentally sound practices are identified and sourced
2. Monitor and avoid contamination to water systems and land	2.1.Wastewater and contaminants are identified and prevented from entering water systems or contaminating land 2.2.Surface cleaning, engine degreasing and preparation is undertaken in an impervious paved area and does not contaminate water systems or land 2.3.Parts and components containing hazardous materials are drained and stored in a sealed container 2.4.Liquid wastes are put into storage or recycling containers and placed in an undercover bunded area 2.5.Parts washing is undertaken in an approved parts washer that does not cause contamination of water systems or land 2.6.Spill kit is located and used to prevent water or land contamination 2.7.Drip trays are used under vehicles to minimise spills 2.8.Spills are cleaned immediately and workplace is kept clean to prevent unintentional water or land contamination 2.9.Hands are cleaned over drains connected to an oil/water separator or drums for collection of liquid waste
3. Monitor and avoid hazards to air quality	3.1.Vehicle exhausts and emissions are minimised and prevented from collection in the workplace 3.2.Welding is conducted in a well ventilated area 3.3.Hazardous airborne particles are monitored, prevented, reduced and contained 3.4.Hazardous gases and fumes are monitored, prevented, reduced and contained
4. Monitor and avoid noise hazards	4.1.Hazardous noise activities are monitored, prevented, reduced and contained 4.2.Hazardous noise activities are carried out within approved operating hours and regulations
5. Monitor and apply sustainability best	5.1.Sustainability best practice is monitored and applied to minimise waste and potential damage to the environment

practice	according to workplace policies and procedures 5.2. Methods to reduce resource consumption (water, electricity, fossil fuels, chemicals) are monitored and applied 5.3. Environmental damage and breaches of environmental regulations are monitored and recorded
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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

- communication skills to:
 - follow oral instructions
 - communicate ideas and information (verbal and written) as they relate to environmental regulations and sustainability best practice for an automotive mechanical workplace
- initiative and enterprise to identify sources of information, assistance and expert knowledge to expand knowledge, skills and understanding
- literacy skills to:
 - understand automotive mechanical workplace environmental procedures
 - read and apply environmental regulations for an automotive workplace
 - record environmental damage and breaches of environmental regulations
- numeracy skills to:
 - interpret instruments, gauges and other recording equipment
 - measure and calculate length, area and volume
- planning and organising skills to:
 - identify risk factors and actions to minimise risk
 - identify planning, checking and inspection techniques to avoid environmental contamination and wastage
- problem-solving skills to:
 - recognise a workplace problem or a potential problem
 - refer problems outside area of responsibility to appropriate person and suggest possible causes
 - identify processes which contribute to improvements for sustainability best practice
- self-management skills to:
 - identify appropriate safety and environmental response equipment, materials, processes and procedures
 - recognise limitations and seek timely advice
 - teamwork skills to work with others and in a team by cooperating with team members
- technical skills to:
 - collect, organise and interpret technical information related to recognising automotive mechanical workplace situations that are potentially harmful to the environment
 - use spill kits
- technology skills to use workplace environmental safety-related technology to assist with clean and safe work practices

Required knowledge

REQUIRED SKILLS AND KNOWLEDGE

- aspects of environmental regulations and its implications for work being undertaken in an automotive workplace
- characteristics and potential environmental impact of products, equipment and machinery used in the automotive workplace
- philosophy of prevention, reuse, reduce, recycle
- procedures for use of spill kit
- effects of pollution and methods to minimise it
- actions to be undertaken in case of significant environmental threat in the automotive mechanical workplace
- monitoring and recording procedures for environmental damage and breaches of environmental regulations

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 all of the requirements of the performance criteria and required skills and knowledge.

A person who demonstrates competency in this unit must be able to:

- monitor and apply environmental regulations and sustainability best practice as they apply in an automotive mechanical workplace
- identify materials used in an automotive mechanical workplace and assess their potential environmental impact
- monitor and record environmental damage and breaches to environmental regulations.

Context of and specific resources for assessment

Competency is to be assessed in the workplace or a simulated workplace environment that accurately reflects performance in a real workplace setting.

Assessment is to occur:

- using standard workplace practices and procedures
- following safety requirements
- applying environmental constraints.

Assessment is to comply with relevant:

- regulatory requirements
- Australian standards
- industry codes of practice.

The following resources must be made available for the assessment of this unit:

- access to environmental legislation, regulations and best practice models
- access to an automotive workplace or simulated environment that accurately reflects automotive workshop working conditions
- access to workplace documents and reference images
- access to personal protective equipment of the type intended to

EVIDENCE GUIDE	
	be used in response to an environmental incident or accident.
Method of assessment	<p>Assessment must satisfy the endorsed Assessment Guidelines of this Training Package.</p> <p>Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with the application of required skills and knowledge.</p> <p>Assessment methods must be by direct observation of tasks and include questioning on required skills and knowledge to ensure correct interpretation and application.</p> <p>Competence in this unit may be assessed in conjunction with other units which together form part of a holistic work role.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate the needs of diverse clients.</p> <p>Assessment processes and techniques must be culturally sensitive and appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.</p>

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.

<p><i>Ethical environmental practice</i> may include:</p>	<ul style="list-style-type: none"> • legislative obligations • environmental legislation • health regulations • hazardous materials handling procedures • organisation insurance requirements • discretion, judgement and problem-solving skills in undertaking environmentally sound work practices.
<p><i>Documents and procedures</i> may include:</p>	<ul style="list-style-type: none"> • material safety data sheets (MSDS) • hazardous substances register • workplace environmental procedures and safety instructions • dangerous goods code safe operating procedures.
<p><i>Hazards</i> may include:</p>	<ul style="list-style-type: none"> • toxic fumes and substances • flammable materials and fire hazards • spillages • waste and debris especially on floors, ladders, trolleys • electricity and water • toxic substances • damaged packing material or containers • broken or damaged equipment • unsafe lifting practices.
<p><i>Safety equipment and other material</i> may include:</p>	<ul style="list-style-type: none"> • personal protective equipment (PPE) including: <ul style="list-style-type: none"> • eye protection • hearing protection • gloves • other suitable protective clothing • safety footwear • spill kit • absorbent materials • drip and catchment trays • waste bags • waste segregation systems
<p><i>Contaminants</i> may include:</p>	<ul style="list-style-type: none"> • solid or liquid wastes • oil, fuel and grease

RANGE STATEMENT	
	<ul style="list-style-type: none"> • hydrocarbon based degreasing agents and solvents • acids • alkaline wastes • paint, lacquer, varnish • glues and adhesive compounds • household chemicals and pesticides.
<i>Sustainability best practice</i> may include:	<ul style="list-style-type: none"> • recycling waste • energy conservation practices • natural resources (water, etc.) conservation practices • reusing • environmental (green) purchasing practices • noise minimisation.

Unit Sector(s)

Field of Competency	Common
Unit Sector	Environment

Custom Content Section

Not applicable.

AURFA2003 Communicate effectively in an automotive workplace

Modification History

Release	Comment
Release 1	Replaces AURC270789A Communicate effectively in the workplace Performance Criteria updated to reflect the automotive workplace

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes to communicate in an automotive workplace by oral and written means, including the use of automotive technical terminology and vehicle and component descriptions as they pertain to modern motor vehicles.</p> <p>Work requires individuals to communicate effectively with other persons in an automotive workshop or setting and includes communicating specific technical information.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	Work applies to day-to-day workplace communications and workplace correspondence relating to vehicle servicing and repair, technical workplace information, as well as general workplace communication procedures and instructions.
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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 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. Prepare for communication activities	1.1. <i>Documents, forms or other relevant sources of technical information</i> are sourced 1.2. Items of stationery, documents or instructions appropriate to the method of communication are sourced 1.3. Communication procedures are determined to minimise task time
2. Read routine documents	2.1. Purpose of the text is understood and described 2.2. Main points or ideas identified by reading are presented and described 2.3. Meaning of new technical words are comprehended and applied 2.4. Meaning of key words and phrases is identified
3. Write routine texts	3.1. Routine texts of one or more sentences are composed according to workplace requirements 3.2. Routine forms are completed according to workplace requirements 3.3. Spelling, punctuation and grammar rules are followed 3.4. Texts are self-checked for accuracy and presented for progress checks by relevant persons
4. Contribute to workplace communications	4.1. Information is conveyed by appropriate means to ensure <i>effective communication</i> when sending or receiving information 4.2. Assistance is provided to colleagues in the workplace to foster common understanding 4.3. Requests for information from colleagues are determined and responded to
5. Operate workplace communication systems	5.1. <i>Communication system functions</i> are used according to communication requirements and workplace policy 5.2. Communication by telephone is carried out using customer relation practices according to workplace policy and procedures 5.3. Communication by computer is carried out according to workplace policy and procedures 5.4. Messages are responded to promptly and returned if required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - communicate ideas and information utilising plain English literacy and communication skills in relation to writing, reading and understanding workplace documents
 - oral communication skills in relation to conveying and receiving workplace information
- initiative and enterprise to identify sources of information, assistance and expert knowledge to expand knowledge, skills and understanding
- literacy skills to:
 - understand written workplace procedures
 - read, interpret and follow information on written instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents
- numeracy skills to understand numbers and mathematical units
- planning and organising skills to:
 - plan and organise activities which communicate standard procedures
 - plan and organise activities to take or leave a telephone message
- problem-solving skills to:
 - recognise a workplace problem or a potential problem
 - refer problems outside area of responsibility to appropriate person and suggest possible causes
- self-management skills to:
 - select and use appropriate written materials, processes and procedures
 - recognise limitations and seek timely advice
 - follow workplace documentation, such as codes of practice and operating procedures
- teamwork skills to work with others and in a team by distributing information to team members
- technical skills to collect, organise and understand information relating to technical automotive workplace information
- technology skills to use relevant workplace technology related to communicating effectively in an automotive workplace by written or oral means

Required knowledge

- workplace forms, documents and stationery
- common automotive terminology
- manufacturers repair manuals
- enterprise policies and procedures including:
 - workplace document style, format and layout

REQUIRED SKILLS AND KNOWLEDGE

- workplace communication procedures
- workplace documents
- telephone protocols and operating procedures
- worksite reporting 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 all of the requirements of the performance criteria and required skills and knowledge.

A person who demonstrates competency in this unit must be able to:

- write short routine texts using correct spelling, punctuation and grammar
- read, interpret and apply routine texts in the workplace
- interpret and convey workplace information
- apply and demonstrate workplace procedures for incoming and outgoing telephone calls
- maintain workplace communications, including documents.

Context of and specific resources for assessment

Competency is to be assessed in the workplace or a simulated workplace environment that accurately reflects performance in a real workplace setting.

Assessment is to occur:

- using standard workplace practices and procedures
- following safety requirements
- applying environmental constraints

Assessment is to comply with relevant:

- regulatory requirements
- Australian standards
- industry codes of practice

The following resources should be made available:

- a workplace or simulated workplace
- documentation, such as enterprise sample policies and procedures manuals relating to workplace communication procedures
- workplace documents, telephone protocols and operating procedures
- enterprise or sample stationery, documents and forms

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • access to workplace or similar communication systems.
Method of assessment	<p>Assessment must satisfy the endorsed Assessment Guidelines of this Training Package.</p> <p>Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with the application of required skills and knowledge.</p> <p>Assessment methods must be by direct observation of tasks and include questioning on required skills and knowledge to ensure correct interpretation and application.</p> <p>Competence in this unit may be assessed in conjunction with other units which together form part of a holistic work role.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate the needs of diverse clients.</p> <p>Assessment processes and techniques must be culturally sensitive and appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.</p>

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.

<p><i>Documents, forms or other relevant sources of technical information</i> may include:</p>	<ul style="list-style-type: none"> • manufacturers repair manuals • enterprise policies and procedures • job cards • work instructions • workplace forms, documents or stationery • telephone operating procedure.
<p><i>Effective communication</i> may include:</p>	<ul style="list-style-type: none"> • communicating by most appropriate means including face to face, telephone, written or electronic means • speaking clearly • writing legibly • using eye contact • using appropriate body language.
<p><i>Communication system functions</i> may include:</p>	<ul style="list-style-type: none"> • telephone use and system operating procedures such as: <ul style="list-style-type: none"> • transferring calls • calls on hold • messaging • computer <ul style="list-style-type: none"> • emails • file transfers • document distribution.

Unit Sector(s)

<p>Competency field</p>	<p>Common</p>
<p>Unit sector</p>	<p>Foundation Skills</p>

Custom Content Section

Not applicable.

AURAF2004 Solve routine problems in an automotive workplace

Modification History

Release	Comment
Release 1	Replaces AURC252327A Identify, clarify and resolve problems Performance Criteria updated to reflect the automotive workplace

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes required to identify and clarify the nature of routine problems commonly encountered in an automotive workplace as they relate to automotive vehicle repair. It involves deciding on the best solution, implementing and evaluating solutions and assisting others to identify and resolve problems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	<p>Work applies to the process implemented when addressing a problem in relation to vehicle or equipment repair. This unit has application throughout all sectors of the automotive industry and can be applied to resource, equipment, job function, workplace environment or process related problems.</p>
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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 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. Identify and clarify nature of the problem	1.1. Signs of problems are identified or anticipated 1.2. Information and evidence is gathered from a variety of sources 1.3. Detailed analysis of the information is prepared, listing all options 1.4. Relevant and irrelevant components of the problem are distinguished within the available timeframe
2. Determine criteria for optimal solution and implement solution	2.1. Range of possible solution methods are defined 2.2. Options and strategies are identified or devised 2.3. Strengths and weaknesses of each option and strategy are considered against determined criteria 2.4. The optimal solution is determined 2.5. An implementation strategy is prepared and presented to designated persons for approval 2.6. The chosen solution is implemented within available timeframe
3. Evaluate and report on effectiveness of solutions and outcomes	3.1. Criteria are established to determine if chosen solutions resolve the problem 3.2. The chosen solution is evaluated against the determined criteria 3.3. Follow-up procedures are implemented by investigating things that have gone wrong and developing contingency arrangements 3.4. The effectiveness of the solution is reported to the workgroup or designated persons
4. Assist others to identify, clarify and resolve problems in the workplace	4.1. Others are assisted to anticipate or identify the indicators of a problem 4.2. Others are assisted to investigate the problem 4.3. Others are assisted to devise and evaluate alternative options and strategies 4.4. Others are assisted to implement the chosen solution

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to communicate ideas and information relating to reading and understanding workplace documents
- initiative and enterprise to identify sources of information, assistance and expert knowledge to assist with problem solving
- literacy skills to:
 - understand written workplace procedures and documents
 - read and follow information in written instructions, specifications, standard operating procedures, charts and other applicable reference documents
- numeracy skills to use mathematical ideas and techniques where required for solution options
- planning and organising skills to plan and organise activities for a plan of action developed to solve problems
- problem-solving skills to:
 - recognise a workplace problem or a potential problem
 - adopt strategic approaches to routine problem solving
 - establish diagnostic processes that use basic analytical and problem-solving skills relating to identifying, evaluating and resolving work-related problems
 - refer problems outside area of responsibility to appropriate person and suggest possible causes
- self-management skills to:
 - select and use appropriate written materials, processes and procedures
 - recognise limitations and seek timely advice
- teamwork skills to work with others and in a team by using basic communication and teamwork skills to assist others to solve problems
- technical skills to collect, organise and understand information relating to collating information to define problems
- technology skills to use workplace technology for research and to report on effectiveness

Required knowledge

- workplace policies and work procedures in relation to problem identification and problem solving
- problem identification, evaluation and reporting procedures
- problem identification, evaluation and reporting practices and strategies

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria and required skills and knowledge.</p> <p>A person who demonstrates competency in this unit must be able to:</p> <ul style="list-style-type: none"> • communicate effectively with others involved in or affected by the work • identify indicators of problems or potential problems • gather and evaluate information relating to the problem • devise solutions • implement solutions as they relate to mechanical or electrical faults or problems in an automotive workplace.
Context of and specific resources for assessment	<p>Competency is to be assessed in the workplace or a simulated workplace environment that accurately reflects performance in a real workplace setting.</p> <p>Assessment is to occur:</p> <ul style="list-style-type: none"> • using standard workplace practices and procedures • following safety requirements • applying environmental constraints. <p>Assessment is to comply with relevant:</p> <ul style="list-style-type: none"> • regulatory requirements • Australian standards • industry codes of practice. <p>The following resources must be made available for the assessment of this unit:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • documentation, such as workplace or sample policies and procedures, vehicle workshop or repair manuals related to work procedures and problem solving • vehicles with mechanical or electrical faults or problems requiring resolution.

EVIDENCE GUIDE**Method of assessment**

Assessment must satisfy the endorsed Assessment Guidelines of this Training Package.

Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with the application of required skills and knowledge.

Assessment methods must be by direct observation of tasks and include questioning on required skills and knowledge to ensure correct interpretation and application.

Competence in this unit may be assessed in conjunction with other units which together form part of a holistic work role.

Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate the needs of diverse clients.

Assessment processes and techniques must be culturally sensitive and appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.

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.

<p><i>Problems</i> may include:</p>	<ul style="list-style-type: none"> • problems relating to normal work activities within the responsibility of the individual or workgroup • problems that arise relating to additional or non-standard work activities • problems caused by internal or external changes in work conditions or the environment.
<p><i>Information and evidence</i> may include:</p>	<ul style="list-style-type: none"> • equipment or product manufacturer and component supplier specifications • workplace policies and procedures • customer requirements • repair quotations • legislation and regulations • industry and workplace codes of practice.
<p><i>Solution methods</i> may include:</p>	<ul style="list-style-type: none"> • personal problem solving • mathematical problem solving • root cause analysis • brainstorming • lateral thinking • trial and error • substitution.
<p><i>Contingency arrangements</i> may include:</p>	<ul style="list-style-type: none"> • technical evaluation • physical evaluation • formulating or revising plans • strategy development • evaluating procedures • time management • communication strategies.

Unit Sector(s)

Competency field	Common
Unit sector	Foundation Skills

Custom Content Section

Not applicable.

AURAKA3002 Adapt work processes to new technologies

Modification History

Release	Comment
Release 1	Replaces AURC361101A Adapt work processes to new technology Unit code updated to meet policy requirements. Minor changes to unit title Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	This unit of competency covers the competence required to investigate the nature of new technologies and modify existing work processes and procedures to incorporate new technologies into the workplace. Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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Application of the Unit

Application of the unit	
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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 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. Investigate the nature of the new technology	1.1. Training/information sessions are attended, to gain a full understanding of new technology 1.2. Technical sources are consulted to gain a full understanding of new technology 1.3. New technologies are analysed to determine their importance and value to the enterprise 1.4. Impact of new technologies on existing processes is analysed 1.5. Information about additional materials and equipment required to adopt the technology is communicated to staff
2. Modify existing work processes and procedures	2.1. Processes are modified to incorporate new technologies 2.2. Impact on workflow and productivity is minimised through effective planning and communication with staff 2.3. Staff are provided with training/information in the use of new technologies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collect, organise and understand information related to adapting work processes to new technologies
- communicate ideas and information to supervisors related to adapting work processes to new technologies
- plan and organise activities adapting work processes to new technologies
- work with others and in a team by seeing and conveying information related to the planning, sequencing and completion of the task
- use mathematical ideas and techniques to count and measure
- establish diagnostic processes which adapts work processes to new technologies
- use the workplace technology related to adapting work processes to new technologies

Required knowledge

Knowledge of:

- enterprise existing activity, processes and procedures relevant to application
- cost-benefit analysis principles
- analytical skills, processes and procedures
- planning, communication and management skills, processes and procedures

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> investigating the nature of new technologies and modifying existing work processes and procedures to incorporate new technologies into the workplace.
Context of and specific resources for assessment	<ul style="list-style-type: none"> Underpinning knowledge and skills may be assessed on or off the job. Assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable. Prescribed outcome must be able to be achieved without direct supervision. The following should be made available: <ul style="list-style-type: none"> technical information, hand tooling, specialised tooling and equipment.
Method of assessment	<p>Practical assessments:</p> <ul style="list-style-type: none"> research and adapt a process to a previously unknown technology train staff in use of a new technology compare costs and benefits of a current process and one which incorporates a new technology make a recommendation as to whether a given technology should be introduced to the workplace, taking into consideration the value to the enterprise of the change plan and implement the introduction of a new technology into the workplace, with provision to minimise the impact on workflow and productivity.

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.

Methods	Methods include: <ul style="list-style-type: none"> • analysis of existing work practices • planning • communication • research
Processes which may be modified	Processes which may be modified could include: <ul style="list-style-type: none"> • work/repair sequence • WHS practices • administration and/or documentation • stock control
New technologies	New technologies which could be incorporated into the workplace include: <ul style="list-style-type: none"> • new equipment or tooling, base materials or automotive systems
Unit context	Workplace example: <ul style="list-style-type: none"> • a body repair involving a multi-layer paint system is encountered for the first time in the workshop. The technician contacts the paint supplier to gather information on the paint system. Other persons might also need to be contacted to gain an understanding of how to effect the repair, such as the paint manufacturer or industry contacts who may have encountered such a paint system before and/or employer bodies. Because normal 'blending' is not possible, alternative methods for colour matching need to be determined after gathering information
Information/documents	Information/documents may include: <ul style="list-style-type: none"> • manufacturer/component supplier specifications • technical journals, including workshop • manuals, tune-up manuals • enterprise operating procedures • customer requirements • industry codes of practice • legislation

RANGE STATEMENT**WHS requirements**

WHS requirements may include:

- state/territory WHS legislation
- award provisions

Unit Sector(s)**Unit sector**

Common

Co-requisite units

Not applicable.

Competency field**Competency field**

Information Technology

AURAMA2002 Communicate business information

Modification History

Release	Comment
Release 1	Replaces AURC270889A Communicate business information Unit code updated to meet policy requirements. Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	<p>This unit of competency covers the competence to communicate effectively with other persons in the automotive industry. This includes communicating verbally and in written form, participating in meetings, making presentations and conducting negotiations.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.</p>
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Application of the Unit

Application of the unit	<p>This unit of competence has application in:</p> <ul style="list-style-type: none"> • day-to-day workplace communications • workplace correspondence • attending/conducting internal and external meetings • making a presentation to others, either formally or informally • conducting complex negotiations with a customer or supplier. <p>Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.</p>
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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 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. Communicate information orally	1.1.The purpose of oral communication is clarified with either the speaker or the listeners 1.2.A suitable oral communication style is selected to match the communication purpose and audience 1.3.Oral information given to others is delivered clearly, succinctly and unambiguously 1.4.Where oral information has been given to others, the received information is checked with the listeners to ensure it has been received and understood 1.5.Oral information received from others is listened to carefully and intently 1.6.Where oral information has been received from others, its meaning is checked with the speaker to ensure it has been received and understood 1.7.Where an oral communication has been received inaccurately, it is repeated and/or clarified with further detail
2. Communicate information in writing	2.1.The purpose of the written communication is clarified with either the writer or the reader 2.2.A suitable written communication style is selected to match the communication purpose and audience 2.3.Written information given to others is delivered clearly, succinctly and unambiguously 2.4.Where written information has been provided to others, the received information is checked with the readers to ensure it has been received and understood 2.5.Written information received from others is read carefully and intently 2.6.Where written information has been received from another, it is checked with the writer to ensure it has been read and understood 2.7.Where a written communication has been read inaccurately, further detail is sought to clarify the message
3. Achieve meeting outcomes	3.1.Purpose of a meeting is clarified with those participating 3.2.When a meeting is chaired, it is well-planned with a clear agenda, time and place of meeting, and the meeting is conducted efficiently in accordance with official law and procedures of meetings and constitution or requirements of the organisation concerned 3.3.Outcomes of a meeting are documented and official minutes of the meeting are promptly provided to all participants

ELEMENT	PERFORMANCE CRITERIA
	<p>3.4. Required action flowing from decisions reached at a meeting is documented</p> <p>3.5. Persons responsible for implementing action from decisions at a meeting are promptly notified and details of the required action confirmed in writing</p> <p>3.6. Follow-up action is taken to ensure all decisions of a meeting are acted upon</p>
4. Make a presentation	<p>4.1. Purpose of a presentation is identified and clarified with organisers and confirmed with the intended audience</p> <p>4.2. Information to be communicated in a presentation is suitably organised and structured in accordance with company requirements</p> <p>4.3. Resources available for the presentation are discussed with the organisers and suitable media selected for use in the presentation</p> <p>4.4. Presentation aids, such as overhead projector transparencies, handouts, speech notes and demonstrations, are organised and prepared in advance, in accordance with recognised standards of good practice</p> <p>4.5. Resources such as projectors, microphones and amplifiers are checked prior to the presentation to ensure they are functioning properly</p> <p>4.6. Presentation is made as planned with attention to the reactions and feedback provided by the audience</p> <p>4.7. Outcomes of the presentation are evaluated and acted upon in accordance with company procedures</p>
5. Negotiate a solution	<p>5.1. Preparation is made for the negotiation in accordance with company procedures, including consideration of subject matter, significance of outcomes for parties involved, facts, issues and options, and perceived positions of the parties involved</p> <p>5.2. A suitable negotiation strategy is selected in accordance with company requirements, including the location, time and approach to be taken</p> <p>5.3. Negotiations are conducted in accordance with planned approach</p> <p>5.4. Negotiation outcomes are reviewed in terms of desired outcomes of both parties and suitable action initiated according to company requirements</p> <p>5.5. Follow-up action to the negotiations is carried out, including discussions with other parties</p> <p>5.6. Outcomes of the negotiation are documented in accordance</p>

ELEMENT	PERFORMANCE CRITERIA
	with company requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collect, organise and understand information related to the communication of business information to customers, supervisors and other staff or relevant persons
- communicate ideas and information to plain English speaking and communication skills in relation to oral communications with customers, supervisors and other staff both informally and in making formal presentations
- writing skills to allow effective written communications in the workplace
- effective listening and interpersonal skills to enable effective communication in meetings and negotiations
- plan and organise activities to plan a presentation and an approach for the negotiation of an issue
- work with others and in a team by communicating with and involve team members in presentations
- use mathematical ideas and techniques to ensure meetings and presentations meet planned timeframes
- establish diagnostic processes which negotiate a solution to an issue
- use the workplace technology related to ensure the use of business technology to make a presentation

Required knowledge

Knowledge of:

- common automotive and enterprise terminology
- the activities, procedures and policies of the enterprise
- the requirements for oral communication
- conventions and requirements for written communications
- preparation, conduct of and follow-up from meetings
- preparing for and conducting a presentation
- negotiating techniques and their application

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • conducting oral communication in the workplace • communicating in writing • achieving meeting outcomes • conducting presentations • negotiating issues in the workplace.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • This unit may be assessed in conjunction with other units that form part of a job role or function. • Elements of competence contain both knowledge and practical components. Knowledge components may be assessed off the job. Practical components should be assessed on the job or in a simulated work environment. • Evidence is best gathered using the products, processes and procedures of the individual workplace as the means by which the candidate achieves industry competencies. • The following should be made available: <ul style="list-style-type: none"> • a workplace or simulated workplace • documentation, such as enterprise or sample policies and procedures related to work processes • real or simulated business information to be communicated • access to communication partners • a qualified workplace assessor.
Method of assessment	<p>It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>

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.

Customers	Customers may be: <ul style="list-style-type: none"> • internal or external
Unit context	<ul style="list-style-type: none"> • work may be undertaken at any enterprise involved in the automotive industry • communication will occur within and between work groups and external to the enterprise at all levels • customer and supplier contact and coordination are a requirement of these operations • work may involve 24 hour operation at workplace or external locations • environment may be internal or external, administrative or industrial and may include movement of persons, equipment, goods, materials and vehicular traffic • the employee may work under general supervision, but may have some leadership/supervisory responsibilities • judgement and discretion in conducting workplace communication is required • conditions of service, legislation and industrial agreements may include workplace agreements and awards • WHS, including federal and state/territory legislation • consultative processes may include: <ul style="list-style-type: none"> • other staff and supervisors • management • employee representatives • customers • communications may be face to face, in writing, by telephone or other electronic means and may be formal or informal • documenting and reporting of information is in accordance with enterprise procedures and policies
Information/documents	Sources of information/documents may include: <ul style="list-style-type: none"> • operation manuals • quality or enterprise work specifications and procedures • manufacturer/customer requirements/issues

RANGE STATEMENT

	<ul style="list-style-type: none"> • workplace operating procedures and policies • material safety data sheets • personal and work area work procedures and practices • federal/state/territory legislation and codes of practice relating to the industry, dangerous and hazardous goods, environmental protection and WHS • enterprise communications, management and inventory systems • conditions of service and workplace agreements • enterprise quality assurance procedures • emergency procedures
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Unit Sector(s)

Unit sector	Common
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Co-requisite units

Not applicable.

Competency field

Competency field	Management, Leadership and Supervision
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AURAMA3003 Conduct information sessions

Modification History

Release	Comment
Release 1	Replaces AURC359350A Conduct information sessions Unit code updated to meet policy requirements. Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	This unit of competency covers the competence required to present technical and other information in structured sessions. Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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Application of the Unit

Application of the unit	This unit of competency applies to the following and should be contextualised to the qualification to which it is being applied: <ul style="list-style-type: none"> • retail, service and repair.
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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 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. Prepare for session	1.1. Specific need to be met by the information session is confirmed 1.2. Arrangements are made for the time, place and duration of the session 1.3. Equipment, tooling and/or other resources required are organised to be available 1.4. Information is planned to be presented in a logical sequence
2. Present session	2.1. Participants are made aware of the reason for the session and relevance of information being presented 2.2. Information is presented clearly, with demonstration
3. Follow up outcomes of session	3.1. Participants are encouraged to raise questions on any aspect of the information session 3.2. Participant reactions to the session are sought and feedback is used to guide future presentation 3.3. Actions required as a result of the session are carried out

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collect, organise and understand information related to a presentation
- communicate ideas and information to conducting an information session
- plan and organise activities for an information session
- work with others and in a team by involving team members in the information session
- use mathematical ideas and techniques to ensure times are allocated and followed in the information session
- establish diagnostic processes which analyse issues raised and recommend solutions during the information session
- use workplace technology related to conducting information session

Required knowledge

Knowledge of:

- adult learning principles
- effective presentation techniques
- information session planning procedures

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • presentation of technical and other information in structured sessions.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • The underpinning knowledge and skills may be assessed on or off the job. • The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable. • The prescribed outcome must be achieved without direct supervision. • The following should be made available: <ul style="list-style-type: none"> • a workplace or simulated workplace • situations requiring information sessions • group of persons for the presentation • equipment, information, materials, and tooling • a qualified workplace assessor • technical training information.
Method of assessment	<p>Practical assessments:</p> <ul style="list-style-type: none"> • plan and conduct information sessions on a range of topics, and include demonstration.

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.

Methods	Methods include: <ul style="list-style-type: none"> mentoring and training
Information sessions	Information sessions may relate to: <ul style="list-style-type: none"> technical information, WHS and enterprise policies or procedures
Information/documents	Information/documents may include: <ul style="list-style-type: none"> enterprise operating procedures product manufacturer/component supplier specifications customer requirements industry/workplace codes of practice
WHS practices	WHS practices must comply with: <ul style="list-style-type: none"> state/territory WHS legislation award provisions

Unit Sector(s)

Unit sector	Common
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Co-requisite units

Not applicable.

Competency field

Competency field	Management, Leadership and Supervision
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AURAMA3004 Maintain business image

Modification History

Release	Comment
Release 1	Replaces AURC363337A Maintain business image Unit code updated to meet policy requirements. Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	This unit of competency covers the competence required to maintain staff dress and grooming standards, maintain the physical appearance of the workplace, implement waste disposal processes, and promote business products and services. Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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Application of the Unit

Application of the unit	This unit of competency applies to the following and should be contextualised to the qualification to which it is being applied: <ul style="list-style-type: none"> • retail, service and repair.
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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 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. Maintain physical appearance of the workplace	1.1. Cleanliness and tidiness of the workplace is maintained in accordance with industry and/or enterprise standards of workplace health and safety (WHS) 1.2. Workplace is free of rubbish and waste in accordance with industry, WHS and enterprise requirements 1.3. Standards of cleanliness are communicated to staff in accordance with enterprise procedures 1.4. Customer reception area is maintained to enterprise standards 1.5. Defined areas for specific tasks are created and maintained to enterprise requirements 1.6. Facilities and equipment maintenance is planned and regularly carried out 1.7. Enterprise image and signage is displayed consistently throughout the organisation
2. Maintain enterprise dress and grooming standards	2.1. Expectations regarding dress and grooming are communicated to staff on a regular basis 2.2. Standards are updated as needs arise according to enterprise requirements 2.3. Dress and grooming of staff are monitored to ensure standards are met 2.4. Breaches of standards are identified and corrected
3. Implement waste disposal processes	3.1. Waste disposal is monitored to ensure compliance with environmental, WHS, industry and enterprise requirements 3.2. Recycling opportunities are identified and implemented in accordance with environmental legislative, industry and enterprise standards 3.3. Environment Protection Authority documents are maintained
4. Promote products and services provided by the business	4.1. Promotional activities are implemented as planned according to enterprise policies and industry and legal requirements 4.2. Products/services are sold to highest quality level according to enterprise policies, manufacturer/component supplier specifications, industry and legal requirements 4.3. Sales promotions/campaigns are actively supported

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collect, organise and understand information related to enterprise expectations
- communicate ideas and information to ensure staff are advised of enterprise requirements
- plan and organise activities for waste disposal processes
- work with others and in a team by using a team approach to maintain workplace appearance
- use mathematical ideas and techniques to budgets associated with sales campaigns
- establish diagnostic processes to resolve environmental issues
- use the workplace technology related to promote products and services

Required knowledge

Knowledge of:

- WHS requirements within the state/territory of operation
- industry and enterprise standards and requirements regarding physical appearance of the workplace, dress and grooming
- industry and enterprise standards regarding waste disposal processes
- enterprise standards regarding promotion of services and products
- environmental protection authority regulations and guidelines
- advertising codes and requirements for ethical advertising practices
- legal obligations and requirements

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • maintaining staff dress and grooming standards • maintaining the physical appearance of the workplace • implementing waste disposal processes • promoting business products and services.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • The underpinning knowledge and skills may be assessed on or off the job. • The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable. • The prescribed outcome must be able to be achieved without direct supervision. • The following should be made available: <ul style="list-style-type: none"> • a workplace or simulated workplace • enterprise or equivalent policy and procedures • enterprise stationery, forms/business documents • a qualified workplace assessor.
Method of assessment	<p>Practical assessments:</p> <ul style="list-style-type: none"> • address staff breaches of dress and grooming standards • complete Environmental Protection Authority (EPA) paperwork • maintain the physical appearance of the worksite • maintain enterprise dress and grooming standard • implement waste disposal processes • promote products and services provided by the business.

Range Statement

RANGE STATEMENT	
<p>The range statement 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.</p>	
Methods	<p>Methods include:</p> <ul style="list-style-type: none"> written and verbal communication
Defined areas for specific tasks	<p>Defined areas for specific tasks may include:</p> <ul style="list-style-type: none"> lunchrooms work areas for specific tasks (e.g. paint, electrical, transmission and wheel alignment) warehouse areas office/administration areas workshop bays
Waste	<p>Waste may include:</p> <ul style="list-style-type: none"> materials products parts consumables
Corrective actions	<p>Corrective action to breaches of dress and grooming standards may include:</p> <ul style="list-style-type: none"> individual or group staff counselling, notices or memos
Standard clothing	<p>Standard clothing may include:</p> <ul style="list-style-type: none"> overalls shirts jacket trousers work safety or waterproof footwear ear plugs/muffs safety goggles other personal protection equipment
Information/documents	<p>Information/documents may include:</p> <ul style="list-style-type: none"> enterprise operating procedures product manufacturer/component supplier specifications customer requirements

RANGE STATEMENT	
	<ul style="list-style-type: none">• industry/workplace codes of practice
WHS requirements	WHS requirements may include: <ul style="list-style-type: none">• state/territory industry WHS legislation• award provisions

Unit Sector(s)

Unit sector	Common
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Co-requisite units

Not applicable.

Competency field

Competency field	Management, Leadership and Supervision
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AURAQA2001 Contribute to quality work outcomes

Modification History

Release	Comment
Release 1	Replaces AURC261314A Contribute to quality work outcomes Unit code updated to meet policy requirements. Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	This unit of competency covers the competence for the individual to be involved in the achievement of quality work outcomes and environmental compliance throughout work activities. Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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Application of the Unit

Application of the unit	
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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 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. Plan and prepare for quality work outcomes	1.1. Quality procedures are identified from worksite/enterprise and team quality requirements 1.2. Performance indicators for individual work are identified and agreed with the appropriate persons 1.3. Work plans and processes which facilitate the achievement of quality work outcomes are adopted
2. Comply with environmental requirements	2.1. Environmental requirements for the work are interpreted and considered as a factor in work planning/preparation 2.2. Environmental monitoring and control procedures are implemented during the work processes 2.3. Environmental incidents and potential problems are identified and responded to or referred to others in accordance with worksite requirements
3. Achieve and maintain quality work outcomes	3.1. Responsibility for monitoring quality of outputs is accepted and changes implemented by the individual, in accordance with worksite procedures 3.2. Performance indicators are monitored, adjusted and agreed to meet changing circumstances 3.3. Loss and damage incidents are minimised by monitoring work processes, reporting incidents and applying local risk control processes 3.4. Procedural improvements and/or recommendations are communicated to relevant persons

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collect, organise and understand information related to researching and interpretive skills to locate, interpret and apply operational quality and environmental information
- questioning and active listening skills, e.g. when obtaining information on quality and environmental working practices
- plain English literacy and communication skills in relation to dealing with others involved in the work
- technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret symbols used for quality and environmental signage
- plan and organise activities to plan performance indicators for individuals
- work with others and in a team by involving team members in recommendations for improvement
- use mathematical ideas and techniques to estimate value of improvements or costs of continuing with present procedures
- establish diagnostic processes which include basic problem-solving skills to assess quality and environmental issues
- use workplace technology related to the use of business technology

Required knowledge

General knowledge of

- quality systems in a workplace
- typical loss and damage control systems
- environmental legislative framework and licence provisions
- work planning processes
- workplace health and safety (WHS) regulations/requirements, equipment, material and personal safety requirements
- enterprise quality systems and processes
- worksite environmental procedures and key constraints
- worksite environment control measures

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • identifying quality procedures and needs • identifying individual performance indicators • monitoring and adjusting performance indicators to meet changing circumstances • satisfying performance indicators • applying environmental control systems • processing recommendations for change • communicating effectively with others involved in or affected by the work.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • This unit may be assessed in conjunction with other units which form part of a work role • Assessment of this unit may be completed on the job or in a simulated work environment which reflects a range of quality processes and procedures • The following should be made available: <ul style="list-style-type: none"> • a workplace or simulated workplace • situations requiring quality and environmental working practices • worksite or equivalent instructions on quality and environmental working practices • hazardous chemicals and/or dangerous goods information • materials, tooling and equipment and may include stationery, forms, business documents, job cards, internal memoranda and file notes.
Method of assessment	<p>It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying work process circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>

Range Statement

RANGE STATEMENT	
<p>The range statement 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.</p>	
Quality procedures	<p>Quality procedures may be contained in:</p> <ul style="list-style-type: none"> worksite quality system documentation, work instructions, safe work procedures, product specifications, equipment maintenance schedules, technical procedures and adopted or specifically prepared standards
Performance indicators	<p>Performance indicators are to account for issues of time, quantity, quality and cost factors and may include:</p> <ul style="list-style-type: none"> establishing time targets for own work, identifying reasonable criteria for evaluating own work outcomes, identifying measures to avoid wastage, identifying reasonable criteria to judge internal and/or external customer satisfaction and identifying processes to ensure a 'right first time' approach
Legislative requirements	<p>Legislative requirements include:</p> <ul style="list-style-type: none"> state/territory legislation related to WHS and Australian Design Rules
Environmental requirements	<p>Environmental requirements are those established under law and by the enterprise, and coverage may include:</p> <ul style="list-style-type: none"> dust control, water quality, wastewater management, chemicals handling, noise/vibration, fuel/oil handling and disposal, waste management and rehabilitation
Environmental control measures	<p>Environmental control measures may include:</p> <ul style="list-style-type: none"> chemical management, dust suppression, water treatment, waste water processes, application of materials, compliance with noise/vibration standards and application of waste disposal procedures
Environmental reports and documents	<p>Environmental reports and documents may include:</p> <ul style="list-style-type: none"> complaints register and incidental reporting procedures
Loss and damage incidents	<p>Loss and damage incidents may include:</p> <ul style="list-style-type: none"> personal injury, loss and damage of plant, equipment and materials

RANGE STATEMENT	
Communications	Communications may be: <ul style="list-style-type: none"> • verbal, written, by telephone or by other means
Information/documents	Information/documents may include: <ul style="list-style-type: none"> • manufacturer/component supplier specifications, enterprise operating procedures, supplier directories, parts catalogues, customer orders and industry/workplace codes of practice, material safety data sheets (MSDS) and HAZCHEM specifications

Unit Sector(s)

Unit sector	Common
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Co-requisite units

Not applicable.

Competency field

Competency field	Quality
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AURAQA3002 Inspect technical quality of work

Modification History

Release	Comment
Release 1	Replaces AURC361230A Inspect technical quality of work Unit code updated to meet policy requirements. Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	This unit of competency covers the competence to inspect work done by other staff, apply quality standards to work, and protect customer property and interests. Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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Application of the Unit

Application of the unit	Work requires individuals to demonstrate discretion, judgement and problem-solving skills in managing own work activities and contributing to a productive team environment.
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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 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. Gather information to carry out inspection	1.1. Workplace health and safety (WHS) requirements, including state/territory regulatory requirements and personal protection needs are observed throughout the work 1.2. Information, such as Australian Design Rules, workshop manuals and specifications, are sourced 1.3. Method options are analysed and those most appropriate to the circumstances are selected and prepared 1.4. Technical and/or calibration requirements for inspection are sourced and support equipment is identified and prepared
2. Inspect work	2.1. Work is identified and confirmed for inspection in accordance with worksite procedures 2.2. Inspections are conducted to ensure in-house quality systems and procedures are maintained/followed in accordance with worksite and quality procedures 2.3. Level of observation and inspection conducted is appropriate to the skill/experience of the employee 2.4. Faults identified are brought to the relevant person's attention in accordance with worksite procedures
3. Apply quality standards to work	3.1. Inspections are conducted throughout the course of the work to ensure quality standards are maintained 3.2. Quality standards are applied during work completion to ensure the treatment of customer property meets industry and/or enterprise standards 3.3. Activities are coordinated throughout the workplace in accordance with worksite procedures 3.4. Documents of work quality are maintained according to worksite requirements
4. Achieve quality work outcomes	4.1. Damage to customer property is avoided through ensuring staff adherence to quality procedures and use of protective materials at all stages of the repair/service 4.2. Quality improvements and/or recommendations are communicated in accordance with worksite requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research and interpretive skills sufficient to locate, interpret and apply manufacturer procedures, workplace policies and procedures
- analytical skills required for the identification and analysis of technical information
- plain English literacy and communication skills in relation to dealing with others involved in the work
- questioning and active listening skills, for example when obtaining information of technical quality working practices
- as applied to own work activities, including making good use of time and resources, sorting out priorities and monitoring own performance
- interacting effectively with other persons both on a one-to-one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal
- such as number and space and techniques, estimation and approximation, for practical purposes
- capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome
- combine the physical and sensory skills needed to operate equipment with understanding of scientific and technological principles needed to explore and adapt systems

Required knowledge

Knowledge of:

- quality systems in a workplace
- common automotive terminology
- vehicle safety requirements
- work planning processes
- WHS regulations/requirements, equipment, material and personal safety requirements
- enterprise quality systems and procedures
- worksite environmental control measures
- worksite reporting procedures

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons • applying WHS policies and procedures • identifying quality procedures • inspecting work undertaken by others • applying quality standards to work • communicating improvements • processing recommendations for change.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • This unit will normally need to be assessed as a discrete entity. Performance may involve the application of a range of contributory competencies • Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of quality processes and procedures • The prescribed outcome must be able to be achieved without direct supervision • The competence should be assessed within the context of the qualification being sought • The following should be made available: <ul style="list-style-type: none"> • a workplace or simulated workplace • situations requiring inspections of technical quality • worksite or equivalent instructions on quality working practices and/or standards • computer hardware and software, access to electronic communication • access to information.
Method of assessment	<p>It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality</p>

EVIDENCE GUIDE

circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements

Evidence of being able to:

- access, interpret and apply service information
- identify inspection requirements
- use service tooling and equipment
- observe safety procedures and requirements
- provide customer service
- prepare service reports
- communicate with customers orally and in writing
- maintain workplace documents.

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.

Quality procedures	<p>Quality procedures may be:</p> <ul style="list-style-type: none"> contained in worksite quality system documentation, work instructions, safe work procedures, product specifications, equipment maintenance schedules, technical procedures, and adopted or specifically prepared standards
Quality inspections	<p>Quality inspections may include:</p> <ul style="list-style-type: none"> periodic inspection during the job or observation at completion of the job to ensure all ordered parts have been fitted, components used meet manufacturer/component supplier specifications, invoicing complies with service/repair/parts order and contains sufficient details of labour and/or components used, reported and diagnosed problems have been confirmed as rectified via test procedures and presentation of the vehicle or equipment after service/repair meets manufacturer and enterprise standards
Legislative requirements	<p>Legislative requirements may include:</p> <ul style="list-style-type: none"> state/territory WHS legislation, manufacturer/ component supplier specifications and safe operating procedures environmental requirements, manual handling procedures and insurance requirements
Performance indicators	<p>Performance indicators are to account for:</p> <ul style="list-style-type: none"> issues of time, quantity, quality and cost factors and may include establishing time targets for own work, identifying reasonable criteria for evaluating own work outcomes, identifying measures to avoid wastage, identifying reasonable criteria to judge internal and/or external customer satisfaction and identifying processes to ensure a 'right first time' approach
Loss and damage incidents	<p>Loss and damage incidents may include:</p> <ul style="list-style-type: none"> personal injury, and loss and damage of plant, equipment and materials
Communications	<p>Communications may be:</p> <ul style="list-style-type: none"> verbal, written or by telephone or electronic means

RANGE STATEMENT

Information/documents	Information/documents may include: <ul style="list-style-type: none"> • manufacturer/component supplier specifications, enterprise operating procedures, supplier directories, parts catalogues, customer orders and industry/workplace codes of practice, material safety data sheets (MSDS) and HAZCHEM information
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Unit Sector(s)

Unit sector	Common
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Co-requisite units

Not applicable.

Competency field

Competency field	Quality
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AURAQA3003 Maintain quality systems

Modification History

Release	Comment
Release 1	<p>Replaces AURC361337A Maintain quality systems</p> <p>Unit code updated to meet policy requirements.</p> <p>Reference to OHS legislation replaced with new WHS legislation</p> <p>Licensing statement added to unit descriptor</p> <p>Application of the unit added</p> <p>Critical Aspects updated</p>

Unit Descriptor

Unit descriptor	<p>This unit of competency covers the competence to conduct the final quality check on completed work or orders, report on the quality of processes and work outcomes, and implement improvements to work processes.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.</p>
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Application of the Unit

Application of the unit	<p>Work applies to the conduct of final quality checks on work/orders, reporting on quality process and implementation of improvements to work processes. This includes seeking input from staff and providing feedback on quality of work.</p>
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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 describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <i>bold italicised text</i> 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. Conduct final quality check on completed work/orders	1.1. Completed work/orders are checked for compliance with supplier, enterprise or customer specifications 1.2. Level of inspection conducted is appropriate to the size and importance of the job 1.3. Documentation is authorised in accordance with enterprise requirements 1.4. Feedback is provided to staff on the quality of their work with equal emphasis on strengths and weaknesses and opportunities for development
2. Report on the quality of processes and work outcomes	2.1. Documents are kept according to enterprise quality systems on outcomes of quality checks 2.2. Quality problems are identified according to enterprise performance indicators 2.3. Information relating to the quality of processes and work outcomes is provided to appropriate persons on a regular basis
3. Implement improvements to work processes	3.1. Staff input is encouraged to generate possible solutions to quality problems 3.2. Options for solving quality problems are generated and the costs and benefits of each option are evaluated 3.3. Recommended solutions to quality problems are discussed with management 3.4. Improvements to work processes are implemented according to enterprise policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research and interpretive skills to locate, interpret and apply quality audit policies and procedures
- investigative and analytical skills required for identification and analysis of quality breaches, incidents or risks, and identification of quality related training needs
- English literacy and communication skills in relation to dealing with customers and team members on worksite quality audit issues
- questioning and active listening skills, for example when obtaining information of worksite operational and quality issues
- written communication skills sufficient to prepare reports, document investigations and maintain worksite quality documents
- plan and organise activities for leadership skills required in organising, implementing and promoting worksite quality systems and measures
- work with others and in a team by seeking advice and assistance from team members
- use mathematical ideas and techniques to document quantities and enterprise sampling procedures
- establish diagnostic processes which analyse problems and recommend solutions
- use the workplace technology related to document and analyse quality problems

Required knowledge

Knowledge of:

- quality systems and application techniques in a work environment
- typical loss and damage control systems
- work planning and organisation processes
- workplace health and safety (WHS) regulations/requirements, equipment, material and personal safety requirements at the worksite
- enterprise quality systems and procedures
- worksite information management systems

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

EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • communicating effectively with others involved in or affected by the work • identifying quality system procedures and needs • identifying performance indicators • conducting final quality checks on completed work orders • reporting on the quality of processes and work outcomes • processing and implementing recommendations for change.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • This unit may be assessed in conjunction with units which form part of the normal job role • Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of quality processes and procedures • The following should be made available: <ul style="list-style-type: none"> • a workplace or simulated workplace • situations requiring worksite quality systems maintenance • worksite quality policies and procedures • worksite quality documents system • personnel • materials, tooling and equipment • a qualified workplace assessor.
Method of assessment	<p>It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>

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.

Quality procedures	<p>Quality procedures may:</p> <ul style="list-style-type: none"> be contained in worksite quality system documentation, work instructions, safe work procedures, product specifications, equipment maintenance schedules, technical procedures and adopted or specifically prepared standards
Performance indicators	<p>Performance indicators are to:</p> <ul style="list-style-type: none"> account for issues of time, quantity, quality and cost factors and may include establishing time targets for own work, identifying reasonable criteria for evaluating own work outcomes, identifying measures to avoid wastage, identifying reasonable criteria to judge internal and/or external customer satisfaction and identifying processes to ensure a 'right first time' approach
Quality problems	<p>Quality problems may include:</p> <ul style="list-style-type: none"> misdiagnosed faults, jobs requiring rework, jobs which do not meet customer requirements and repairs which do not fix the problem within the allocated timeframe
Legislative requirements	<p>Legislative requirements include:</p> <ul style="list-style-type: none"> state/territory legislation related to WHS and Australian Design Rules
Communication	<p>Communications may be:</p> <ul style="list-style-type: none"> verbal, written or by telephone or other means
Storage of documents	<p>Documents of information are completed and may be stored:</p> <ul style="list-style-type: none"> manually, electronically or by other means
Information/documents	<p>Information/documents may include:</p> <ul style="list-style-type: none"> vehicle manufacturer practices, enterprise operating procedures, supplier directories, parts catalogues, customer orders and industry/workplace codes of practice, material safety data sheets (MSDS) and HAZCHEM, computer software manuals, bookkeeping procedures, taxation laws and regulations

Unit Sector(s)

Unit sector	Common
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Co-requisite units

Not applicable.

Competency field

Competency field	Quality
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AURASA2002 Apply safe working practices in an automotive workplace

Modification History

Release	Comment
Release 1	Replaces AURC270103A Apply safe working practices Performance Criteria updated to reflect the automotive workplace

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes to apply basic safety and emergency procedures in order to contribute to a safe workplace for staff, customers and others.</p> <p>The unit involves the safety factors related to the use of automotive workplace hand tools and hand-held power tools, fixed equipment, chemicals, as well as vehicles and their use.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	Work applies to the safety and emergency procedures of automotive workplaces.
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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 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

ELEMENT	PERFORMANCE CRITERIA
1. Apply basic safety procedures	1.1. Worksite <i>policies and procedures</i> for safety are followed and maintained while performing work tasks 1.2. Unsafe situations and <i>hazards</i> in the workplace are recognised and reported according to <i>workplace health and safety (WHS) requirements</i> and regulations 1.3. Procedure and reporting guidelines for machinery and equipment breakdowns are identified 1.4. Fire and safety hazards are identified and precautions are taken or reported according to workplace policy and procedures 1.5. Storage and handling practices for dangerous goods and substances are identified and applied according to workplace policy, procedures and WHS requirements 1.6. Workplace policy regarding manual handling practice is identified and followed 1.7. Participation in WHS consultative arrangements established by company is exercised
2. Apply emergency procedures	2.1. Worksite policies and <i>emergency procedures</i> regarding illness or accidents are identified and applied 2.2. Safety alarms are identified 2.3. Fire fighting appliances and equipment are located and identified for emergency use 2.4. Qualified persons are identified for contacting in the event of accident or sickness of customers or staff 2.5. Accident and incident documentation practices are followed according to worksite accident and injury procedures 2.6. Worksite evacuation procedures are identified

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to communicate verbal and written information relating to reporting procedures and unsafe conditions
- initiative and enterprise to:
 - adapt to emerging situations in an automotive workplace
 - identify sources of information, assistance and expert knowledge to expand knowledge, skills and understanding
- literacy skills to:
 - understand workplace safety-related procedures
 - read, interpret and follow information on written instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents
- numeracy skills to understand numbers and mathematical
- planning and organising skills to:
 - identify risk factors and take action to minimise risk
 - plan and organise activities which implement and follow standard procedures
- problem-solving skills to:
 - recognise a workplace problem or a potential problem and take action
 - refer problems outside area of responsibility to appropriate person and suggest possible causes
 - establish diagnostic processes which recommend improvements for WHS issues
- self-management skills to:
 - select and use appropriate safety equipment, materials, processes and procedures
 - recognise limitations and seek timely advice
 - document and report numbers for emergency procedures
 - follow workplace documentation, such as codes of practice and operating procedures
- teamwork skills to:
 - work with others and in a team by assisting and cooperating with team members
 - work with diverse individuals and groups
- technical skills to:
 - collect, organise and understand technical information relating to recognising and reporting unsafe situations
- technology skills to use workplace safety-related technology to assist with safe work practices

Required knowledge

- implications for WHS of business operations and customer relations
- common automotive workplace safety terminology

REQUIRED SKILLS AND KNOWLEDGE

- WHS regulations, requirements, equipment and material and personal safety requirements
- safe manual handling theories and practices
- the location and application of fire fighting appliances in the workplace
- dangerous goods and hazardous chemicals handling processes
- workplace reporting 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 all of the requirements of the performance criteria and required skills and knowledge.

A person who demonstrates competency in this unit must be able to:

- communicate effectively with others involved in or affected by the work
- identify and assess hazardous situations and rectify, or report to the relevant persons
- safely handle and store dangerous and hazardous goods and substances
- apply safe manual handling practices
- identify fire safety equipment and procedures applicable to emergency situations in an automotive workplace
- follow workplace safety, accident, incident and evacuation procedures.

EVIDENCE GUIDE**Context of and specific resources for assessment**

Competency is to be assessed in the workplace or a simulated workplace environment that accurately reflects performance in a real workplace setting.

Assessment is to occur:

- using standard workplace practices and procedures
- following safety requirements
- applying environmental constraints.

Assessment is to comply with relevant:

- regulatory requirements
- Australian standards
- industry codes of practice.

The following should be made available:

- workplace location or simulated workplace
- worksite or equivalent instructions on safe working practice
- hazardous chemicals and dangerous goods information
- materials, tools and equipment relevant to an automotive workplace
- access to fire fighting appliances and equipment.

Method of assessment

Assessment must satisfy the endorsed Assessment Guidelines of this Training Package.

Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with the application of required skills and knowledge.

Assessment methods must be by direct observation of tasks and include questioning on required skills and knowledge to ensure correct interpretation and application.

Competence in this unit may be assessed in conjunction with other units which together form part of a holistic work role.

Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate the needs of diverse clients.

Assessment processes and techniques must be culturally sensitive and appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.

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.

<p><i>Policies and procedures</i> may include:</p>	<ul style="list-style-type: none"> • hazard policies and procedures • emergency, fire and accident procedures • personal safety procedures • procedures for the use of personal protective clothing and equipment • use of motor vehicles • resolution procedures • job procedures and work instructions • safe working practices • workplace operating procedures.
<p><i>Workplace health and safety (WHS)</i> requirements:</p>	<ul style="list-style-type: none"> • are those prescribed under legislation, regulations, codes of practice, and workplace policies and procedures • may include: <ul style="list-style-type: none"> • protective clothing and equipment • use of tools and equipment • handling of material • use of fire-fighting equipment • first aid equipment • hazard control, including control of hazardous materials and toxic substances.
<p><i>Hazards</i> may include:</p>	<ul style="list-style-type: none"> • sharp cutting tooling and instruments • electricity and water • toxic substances • damaged packing material or containers • broken or damaged equipment • flammable materials and fire hazards • lifting practices • spillages • waste and debris especially on floors, ladders, trolleys.
<p><i>Emergency procedures</i> may include:</p>	<ul style="list-style-type: none"> • sickness or accident reporting procedure • fire or workshop evacuation involving staff or customers • environmental incidents • incidents and accidents involving harmful or hazardous

RANGE STATEMENT

	substances.
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Unit Sector(s)

Competency field	Common
Unit sector	Health and Safety

Custom Content Section

Not applicable.

AURATA3004 Provide technical guidance

Modification History

Release	Comment
Release 1	Replaces AURC359554A Provide technical guidance Unit code updated to meet policy requirements. Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	This unit of competency covers the competence required to access and interpret technical information, assist staff with service/repair work, provide technical information to staff, and facilitate continuous education. Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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Application of the Unit

Application of the unit	This unit of competency applies to the following and should be contextualised to the qualification to which it is being applied: <ul style="list-style-type: none"> retail, service and repair - mechanical/technical.
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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 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. Assist staff with service/repair work	1.1. Technical guidance, appropriate to skill level and need, is provided to staff when determining the repair/service method 1.2. Staff with advanced technical competence are used as a point of reference 1.3. Technical assistance is provided to staff, to identify difficult faults 1.4. Assistance is provided to staff during work completion, to ensure technical requirements are met 1.5. Potential faults are recognised and precautionary steps are taken to prevent them 1.6. Problems arising from the repair procedure are addressed
2. Provide technical information to staff	2.1. Technical information is made available to staff 2.2. Current technical information is communicated to staff on a regular basis 2.3. Staff are shown how to access, interpret and apply technical information 2.4. A range of information sources is accessed through an established network
3. Facilitate continuous education of self and others	3.1. Sharing of information/knowledge is encouraged to continue expansion of personal and team knowledge 3.2. Training and education opportunities are identified, to meet technical and business needs, and to enhance technical skills of self and staff 3.3. Approval to attend courses is sought from management to ensure current and future technical requirements are met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collect, organise and understand information related to providing technical guidance
- communicate ideas and information to customers and supervisors related to providing technical guidance
- plan and organise activities related to providing technical guidance
- work with others and in a team by seeing and conveying information related to the planning, sequencing and completion of the task
- use mathematical ideas and techniques to count and measure
- establish diagnostic processes that identify methods related to providing technical guidance
- use the workplace technology related to providing technical guidance

Required knowledge

Knowledge of:

- coaching principles
- sources of technical information
- technical training and education options for staff
- technical and technological developments to the sector of the industry in which one is employed

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • accessing and interpreting technical information, assisting staff with service/repair work, providing technical information to staff, and facilitating continuous education.
Context of and specific resources for assessment	<ul style="list-style-type: none"> • Underpinning knowledge and skills may be assessed on or off the job. • Assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable. • The prescribed outcome must be able to be achieved without direct supervision. • The following should be made available: <ul style="list-style-type: none"> • testing equipment and technical information.
Method of assessment	<p>Practical assessments:</p> <ul style="list-style-type: none"> • effectively communicate with staff • identify sources of technical information for a range of technical problems • identify training and education opportunities for self and staff.

Range Statement

RANGE STATEMENT	
<p>The range statement 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. 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.</p>	
Methods	<p>Methods include:</p> <ul style="list-style-type: none"> • interpreting technical information and mentoring
Technical requirements for work completion	<p>Technical requirements for work completion may include:</p> <ul style="list-style-type: none"> • manufacturer/component supplier specification • organisational quality standards • Australian Design Rules • industry standards • recommended repair procedures • precaution notes
Areas of advanced technical competence (mechanical)	<p>Areas of advanced technical competence (mechanical) may include:</p> <ul style="list-style-type: none"> • engine management systems • automatic transmission control • air conditioning, including climate control • advanced braking systems, including heavy vehicle testing • LPG service and repair • steering alignment (front, rear and 4WS) • advanced steering systems • preparation of race cars (mechanical)
Areas of advanced technical competence (body)	<p>Areas of advanced technical competence (body) may include:</p> <ul style="list-style-type: none"> • body electronics • advanced welding • advanced colour matching • restoration • panel body alignment • air-conditioning systems (gas and degas) • airbags • preparation of race cars (body)
Information/documents	<p>Information/documents may include:</p> <ul style="list-style-type: none"> • in-house literature (electronic or paper-based) • experience of others in the organisation

RANGE STATEMENT	
	<ul style="list-style-type: none"> • other industry contacts (network) • spare part representatives • insurance assessors • industry bodies/associations • Australian Design Rules • manufacturer/component supplier information • technical information may include: <ul style="list-style-type: none"> • workshop manuals • trade publications • manufacturer/component supplier service bulletins and repair procedures • manufacturer/component supplier specialised training programs
WHS requirements	WHS requirements may include: <ul style="list-style-type: none"> • state/territory WHS legislation • award provisions

Unit Sector(s)

Unit sector	Common
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Co-requisite units

Not applicable.

Competency field

Competency field	Technical
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AURHTJ2002 Select heavy vehicle tyres and rims for specific applications

Modification History

Release	Comment
Release 1	Replaces AURT317968A Identify and fit tyres and rims for specific applications (heavy) and AURT217985A Fit tyres and rims for specific applications (heavy) Performance Criteria, Range Statement and Critical Aspects of Evidence updated to reflect modern heavy vehicle technologies

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes required to select heavy vehicle tyres and rims to suit specific applications. It involves identifying and confirming work requirements, preparing for work, selecting tyres and rims and completing work finalisation processes. Licencing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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Application of the Unit

Application of the unit	Work applies to the heavy vehicle tyres and rims of heavy vehicles in the road transport, mining, construction, agricultural and other industrial environments.
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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 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. Prepare to select tyres and rims for specific applications	1.1. Workplace instructions are used to determine job requirements 1.2. Workplace Health and Safety (WHS) requirements are observed and applied throughout the work 1.3. Procedures and information for selecting tyres and rims are sourced
2. Select tyre and rims for specific applications	2.1. Information required for selecting heavy vehicle tyres and rims is accessed from manufacturer and component supplier specifications and correctly interpreted 2.2. Tyre and rim options are analysed to identify technical compliance and economic benefits 2.3. Selection procedures are carried out according to legislation, industry and workplace policies 2.4. Selected products are those which most closely meet customer requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - follow oral instructions
 - ask questions to clarify instructions or procedures
 - report inspection results
- learning skills to identify sources of information and assistance
- literacy skills to:
 - read, interpret and follow information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents
 - document repairs and parts required
 - complete job card
- numeracy skills to interpret numerical information printed on tyres
- problem-solving skills to:
 - recognise limitations and seek timely advice
 - seek information and assistance as required to solve problems

Required knowledge

- WHS regulations, requirements, equipment and material, and personal safety requirements relating to heavy vehicle tyres and rims
- Australian Design Rules relating to heavy vehicle tyres and rims
- heavy vehicle tyre and rim terminology and codes
- heavy vehicle tread patterns, rim and tyre types and their applications

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria and required skills and knowledge.</p> <p>A person who demonstrates competency in this unit must be able to:</p> <ul style="list-style-type: none"> • observe safety procedures and requirements • access and interpret information required for selecting tyres and rims • select a range of heavy vehicle tyres and rims for heavy vehicle according to workplace, manufacturer and component supplier requirements.
Context of, and specific resources for assessment	<p>Competency is to be assessed in the workplace or a simulated workplace environment that accurately reflects performance in a real workplace setting.</p> <p>Assessment is to occur:</p> <ul style="list-style-type: none"> • using standard workplace practices and procedures • following safety requirements • applying environmental constraints. <p>Assessment is to comply with relevant:</p> <ul style="list-style-type: none"> • regulatory requirements • Australian standards • industry codes of practice. <p>The following resources must be made available for the assessment of this unit:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • heavy vehicles with tyres and rims relevant to the qualification being sought • equipment and material suitable for sourcing information related to selecting heavy vehicle tyres and rims • workplace instructions.
Method of assessment	Assessment must satisfy the endorsed Assessment Guidelines of

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

this Training Package.

Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with the application of required skills and knowledge.

Assessment methods must be by direct observation of tasks and include questioning on required skills and knowledge to ensure correct interpretation and application.

Competence in this unit may be assessed in conjunction with other units which together form part of a holistic work role.

Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate the needs of diverse clients.

Assessment processes and techniques must be culturally sensitive and appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.

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. 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.

Workplace instructions may include:	<ul style="list-style-type: none"> • computer-generated instructions • verbal instructions • written instructions.
Workplace health and safety (WHS) requirements:	<ul style="list-style-type: none"> • are those prescribed under legislation, regulations, codes of practice, and workplace policies and procedures • may include: <ul style="list-style-type: none"> • protective clothing and equipment • use of tools and equipment • handling of material • use of fire-fighting equipment • first aid equipment • hazard control, including control of hazardous materials and toxic substances.
Procedures and information may include:	<ul style="list-style-type: none"> • verbal or written and graphical instructions, signage, work schedules, plans, specifications, work bulletins, memos, material safety data sheets, diagrams or sketches • regulatory and legislative requirements pertaining to automotive industry, including Australian Design Rules • engineer's design specifications and instructions • organisation work specifications and requirements • instructions issued by authorised enterprise or external persons • Australian Standards • heavy vehicle service requirements and repair manuals.

Unit Sector(s)

Competency field	Mechanical – Heavy Vehicle
Unit sector	Technical – Wheels and Tyres

Custom Content Section

Not applicable.

AURLTJ2001 Select tyres and rims for specific applications (light)

Modification History

Release	Comment
Release 1	Replaces AURT217668A Select tyres and rims for specific applications (light) Unit code updated to meet policy requirements Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	<p>This unit covers the competence required to select tyres and rims to suit specific applications in an automotive retail, service and/or repair context.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.</p>
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Application of the Unit

Application of the unit	<p>The unit includes identification and confirmation of work requirement, preparation for work, selection of tyres and rims and completion of work finalisation processes, including clean-up and documentation.</p> <p>Tyres and rims may be those covered by the RS&R Training Package and may include, but are not limited to light vehicles, motorcycles, trailers that are used on sealed and unsealed surfaces.</p> <p>Work requires individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment within the scope of this unit. This includes an understanding of the level of work to be performed.</p>
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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 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

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to select tyres and rims for specific applications	1.1. Nature and scope of work requirements are identified and confirmed 1.2. WHS requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work 1.3. Procedures and information such as workshop manuals specifications, and tooling required, are sourced 1.4. Methods appropriate to the circumstances are selected and prepared in accordance with standard operating procedures
2. Select tyre and rims for specific applications	2.1. Information required for the work is accessed from manufacturer/component supplier specifications and correctly interpreted 2.2. Tyre and rim options are analysed to identify technical compliance and economic benefits 2.3. Selection procedures are carried out in accordance with legislation, industry and enterprise policies/procedures guidelines 2.4. Selected products are those which most closely meet customer requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures
- apply analytical skills required for identification and analysis of technical information
- apply plain English literacy and communication skills in relation to dealing with customers and team members
- apply questioning and active listening skills for example when obtaining information from customers
- apply oral communication skills sufficient to convey information and concepts to

REQUIRED SKILLS AND KNOWLEDGE

customers

- apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance
- interact effectively with other persons both on a one-to-one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal
- establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage
- use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks
- use workplace technology related to the selection of tyres and rims, including the use of measuring equipment, computerised technology and communication devices and the reporting/ documenting of results

Required knowledge

- WHS regulations/requirements, Australian Design Rules equipment, material and personal safety requirements
- tyre and rim terminology and codes
- differing rim and tyre types and tread patterns and their applications
- safe handling and storage procedures
- enterprise quality procedures
- work organisation and planning processes

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • accurately interpreting information upon which selection is based • conducting selection in accordance with customer and workplace requirements • achieving the closest possible match between products and requirements • completing selection within workplace timeframes
Context of, and specific resources for assessment	<p>Application of competence is to be assessed in the workplace or simulated worksite</p> <p>Assessment is to occur using standard and authorised work practices, safety requirements and environmental constraints</p> <p>Assessment is to comply with regulatory requirements, including Australian Standards</p> <p>The following resources should be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the selection of tyres and rims • equipment, hand and power tooling appropriate to the selection of tyres and rims • activities covering mandatory task requirements • specifications and work instructions
Method of assessment	<p>Assessment must satisfy the endorsed assessment guidelines of the automotive industry's RS&R Training Package</p> <p>Assessment methods must confirm consistency and accuracy of performance together with application of underpinning</p>

EVIDENCE GUIDE

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 may be applied under project related conditions and require evidence of process

Assessment must confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements

Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Range Statement

RANGE STATEMENT	
<p>The range statement 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.</p>	
Tyres	Tyres may include tube, tubeless, dual sizing, radial, belted bias or directional
Specific applications	Specific applications may include varying terrain and soils, weather conditions and tracking requirements
WHS	WHS requirements are to be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances
Personal protective equipment	Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices
Safe operating procedures	Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, machinery movement working in proximity to others and site visitors
Emergency procedures	Emergency procedures related to this unit are to include, but not limited operating safely in the event of fires, enterprise first aid requirements and plant evacuation
Environmental requirements	Environmental requirements are to include but are not limited to waste management, noise, dust and clean-up management
Quality requirements	Quality requirements are to include, but are not limited to regulations, including Australian

RANGE STATEMENT	
	Standards, internal company quality policy and standards and enterprise operations and procedures
Statutory/regulatory authorities	Statutory/regulatory authorities may include Federal, State/Territory and local authorities administering acts, regulations and codes of practice
Tooling and equipment	Tooling and equipment are to include a range of different tyres and wheels for different applications
Communications	Communications are to include but are not limited to verbal and visual instructions and fault reporting and may include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers
Information/documents	<p>Sources of information/documents may include:</p> <ul style="list-style-type: none"> • verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches • safe work procedures related to the selection of tyres and rims • regulatory/legislative requirements pertaining to the Automotive manufacturing • engineer's design specifications and instructions • organisation work specifications and requirements • instructions issued by authorised enterprise or external persons • Australian Standards

Unit Sector(s)

Unit sector	Mechanical - Light
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Co-requisite units

Not applicable.

Competency field

Competency field	Technical - Wheels and Tyres
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AURLTJ3004 Provide advice on the effects of wheel and tyre combinations

Modification History

Release	Comment
Release 1	Replaces AURT318054A Provide advice on the effects of wheel and tyre combinations Unit code updated to meet policy requirements Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	<p>This unit covers the competence to effectively advise customers on how specific wheel and tyre combinations can affect their vehicle's ride and handling characteristics.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.</p>
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Application of the Unit

Application of the unit	<p>The unit applies to light vehicles, including 4WDs, light commercial vehicles and various types of motorsport vehicles.</p> <p>It includes identification and confirmation of work requirement, preparation for work, confirmation of customer needs, technical analysis of needs and options, provision of advice on compliance, recommendation as to a plan of action and completion of work finalisation processes, including clean-up and documentation.</p> <p>Work involves advising customers how specific non-standard wheel and tyre combinations can affect ride and handling characteristics of their vehicle.</p> <p>Work requires individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment.</p>
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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 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

ELEMENT	PERFORMANCE CRITERIA
1. Confirm facts relating to customer enquiry	1.1. Customer is consulted to determine if wheel and tyre modifications are actual or proposed 1.2. Reasons for requiring alternative wheel and tyre combinations are discussed and confirmed with customer 1.3. Specifications of proposed or actual wheel and tyre combinations are clarified with customer
2. Access and confirm data to make an informed technical opinion	2.1. Technical product persons from identified wheel and tyre manufacturer/component supplier are consulted to access technical information and advice 2.2. Proposed or actual modifications are confirmed if they contravene Australian Design Rules 2.3. Technical product information to assist with providing information about wheel and tyre modifications is researched and accessed 2.4. Colleagues are consulted who may be able to assist through previous technical knowledge and experience
3. Recommend a plan of action to meet customer requirements	3.1. An explanation is given to the customer on how specifications relate to intended use of vehicle 3.2. Implications of wheel and tyre combination not complying with a specific Australian Design Rules regulation is discussed with customer 3.3. Suitability of proposed or actual wheel and tyre combination is discussed with customer and advice is given based on experience or facts derived from product sources 3.4. Suitable plan of action is discussed and clarified to meet customer needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- apply research and interpretive skills sufficient to locate, interpret and apply

REQUIRED SKILLS AND KNOWLEDGE

- manufacturer/component supplier procedures, workplace policies and procedures
- apply analytical skills for identification and analysis of technical information
 - apply plain English literacy and communication skills in relation to dealing with customers and team members
 - apply questioning and active listening skills for example when obtaining information from customers
 - apply oral communication skills sufficient to convey information and concepts to customers
 - apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring own performance
 - interact effectively with other persons both on a one-to-one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal
 - establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage
 - use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks
 - use workplace technology related to advising on wheel and tyre combinations, including the use of measuring equipment, computerised technology and communication devices and the documenting/recording of results

Required knowledge

A working knowledge of:

- WHS regulations/requirements, equipment, material and personal safety requirements
- the implications of contravening Australian Design Rules
- principles of wheel and tyre technology
- types, characteristics, uses and limitations of wheel and tyre combinations
- methods of effectively discussing technical information with customers
- work organisation and planning processes
- enterprise quality processes

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • confirming facts relating to wheel and tyre modifications • accessing sources of wheel and tyre technical information • developing a plan of action which satisfies customer requirements in the most economical and legal fashion • presenting automotive wheel and tyre technical information and specifications at an understandable level to customer
Context of, and specific resources for assessment	<p>Application of competence is to be assessed in the workplace or simulated worksite</p> <p>Assessment is to occur using standard and authorised work practices, safety requirements and environmental constraints</p> <p>Assessment is to comply with regulatory requirements, including Australian Standards</p> <p>The following resources should be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to advising on wheel and tyre combinations • equipment and tooling appropriate to advising on wheel and tyre combinations • activities covering mandatory task requirements • specifications and work instructions
Method of assessment	<p>Assessment must satisfy the endorsed assessment guidelines of the automotive industry's RS&R Training Package</p> <p>Assessment methods must confirm consistency and accuracy</p>

EVIDENCE GUIDE	
	<p>of performance together with application of underpinning knowledge</p> <p>Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies</p> <p>Assessment may be applied under project related conditions and require evidence of process</p> <p>Assessment must confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances</p> <p>It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements</p> <p>Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role</p>
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
<p>The range statement 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.</p>	
Wheel and tyre specifications	Types of wheel and tyre specifications are to include wheel rim sizes, wheel material, wheel diameters, tyre sizes, tyre compounds and tyre tread designs
Product sources	Product sources are to include specialist tyre retail outlets, specialist wheel retail outlets, specialist

RANGE STATEMENT	
	wheel and tyre repairers, wheel and tyre manufacturer/component suppliers
Colleagues	Colleagues may include other mechanics or technicians, supervisory staff and contacts made with wheel and tyre manufacturer/component suppliers
WHS	WHS requirements are to be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances
Personal protective equipment	Personal protective equipment is to include that prescribed under legislation/regulation/codes of practice and workplace policies and practices
Environmental requirements	Environmental requirements are to include but are not limited to waste management, noise, dust and clean-up management
Quality requirements	Quality requirements are to include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures
Statutory/regulatory authorities	Statutory/regulatory authorities may include Federal, State/Territory and local authorities administering acts, regulations and codes of practice
Tooling and equipment	Tooling and equipment may include hand tooling, breaker devices, gauges, jacks, hoists and pressure testing devices
Communications	Communications are to include, but are not limited to verbal and visual instructions and fault documenting and may include site specific instructions, written instructions, plans or instructions related to job/task, telephones and

RANGE STATEMENT	
	paggers
Information/documents	<p>Sources of information/documents may include:</p> <ul style="list-style-type: none"> • verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches • regulatory/legislative requirements pertaining to automotive industry, including Australian Design Rules • engineer's design specifications and instructions • organisation work specifications and requirements • instructions issued by authorised enterprise or external persons • Australian Standards

Unit Sector(s)

Unit sector	Technical
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Co-requisite units

Not applicable.

Competency field

Competency field	
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AURSAA2001 Process customer complaints

Modification History

Release	Comment
Release 1	Replaces AURS252290A Process customer complaints Unit code updated to meet policy requirements Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	<p>This unit of competency covers the competence to deal with customer complaints in a manner satisfying the customer but complies with enterprise policies and procedures.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.</p>
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Application of the Unit

Application of the unit	Every action or output has a customer and therefore customers may be internal work colleagues or external to the enterprise.
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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 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

ELEMENT	PERFORMANCE CRITERIA
1. Clarify the nature of complaint	1.1.Details of the complaint are established 1.2.Summary of the complaint is documented accurately 1.3.Any inconvenience to the customer is acknowledged and an apology is made
2. Identify options for complaint resolution	2.1.Options for resolving the complaint are identified 2.2.Complaint is referred to designated officer if resolution is not possible
3. Act to resolve complaint	3.1.Optimal solution is negotiated with customer 3.2.Chosen solution is implemented within agreed timeframe 3.3.Necessary documentation is finalised 3.4.Effectiveness of solution and related outcomes is evaluated 3.5.Any necessary changes to enterprise procedures are identified and passed on to appropriate persons for action

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collect, organise and understand information related to:
- technical literacy and interpretive skills to interpret and discern facts related to the customer complaint
- basic research and analytical skills to investigate and identify factors which caused/contributed to the complaint
- communicate ideas and information
- plain English literacy and communication skills in relation to dealing with customers and their complaints
- questioning and active listening skills, for example when obtaining factual information from excitable customers
- plan and organise activities to plan an approach to identify and resolve a complaint
- work with others and in a team by involving a designated officer if solution is not possible
- use mathematical ideas and techniques when options/solutions are costed
- establish diagnostic processes including basic conflict resolution skills for handling difficult or abusive customers, and greeting/farewelling techniques
- use workplace technology related to use of business technology to make changes to enterprise procedures

Required knowledge

- general knowledge of range of enterprise merchandise and services, location of departments/sections and telephone extensions of departments/sections
- general operational knowledge of industry/workplace codes of practice in relation to customer service
- basic working knowledge of legislation and statutory requirements, including consumer law, trade practices and fair trading legislation
- working knowledge of enterprise policies and procedures in regard to:
 - customer service
 - dealing with difficult customers
 - allocated duties/responsibilities
- working knowledge of enterprise complaints handling procedures

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:</p> <ul style="list-style-type: none"> • accurately clarifying the nature and extent of complaint • identifying options for complaint resolution • resolving complaint to customer satisfaction • contributing to avoidance of further complaints • communicating effectively with others involved in or affected by the work.
Context of, and specific resources for assessment	<ul style="list-style-type: none"> • Elements of competence contain both knowledge and practical components. Knowledge components may be assessed off the job. Practical components should be assessed on the job or in a simulated work environment covering a range of customer types • The following are required: <ul style="list-style-type: none"> • a workplace or simulated workplace • enterprise or equivalent policy and procedures relating to customer service and complaint handling processes • enterprise or equivalent instructions related to legal implications of customer relations and complaints • a range of customers with complaints (real or simulated) • a qualified workplace assessor.
Method of assessment	<ul style="list-style-type: none"> • This unit may be assessed in conjunction with other units forming part of the job role or function • It is preferable assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements • Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role.
Guidance information for	

EVIDENCE GUIDE**assessment****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.

Complaints

Complaints may include:

- matters related to personal interaction with customers, incorrect products, faulty products, charging/costing policy, delivery system failures, installation deficiencies and service delays

Customers

Customers may be regular or new and may have routine or special requests. They may include persons from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities. Regardless, customers are made feel welcome, valued and, at end of the process, satisfied. Customer contact may be face to face, by telephone, by electronic means or in writing

Customer service

Customer service may include:

- enterprise activities, internal and external customers and follow-up in event of delays in service provision

Customer needs

Customer needs may include:

- information regarding products or services available, quality of products or services, complementary products or services, enterprise facilities and services and location of specific items

Staff

Staff may be:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • full-time, part-time or casual and vary in terms of staff training, product knowledge and in staffing levels (e.g. staff shortages) • operating in routine or busy trading conditions
Enterprise	Enterprises may vary in size, type and location, in range of merchandise and services provided and in delivery policies
Communication	<p>Communications may be:</p> <ul style="list-style-type: none"> • verbal, written, by telephone, by electronic or other available means
Record keeping	Accurate records of information are completed and may be stored manually, electronically or by other means
Resources	<p>Resources may include:</p> <ul style="list-style-type: none"> • enterprise or equivalent policy and procedures relating to customer service and complaint handling processes • enterprise or equivalent instructions related to legal implications of customer relations and complaints • a range of customers with complaints (real or simulated)
Information/documents	<p>Sources of information/documents may include:</p> <ul style="list-style-type: none"> • enterprise policies and procedures relating to customer service, equipment and product manufacturer/component supplier specifications, enterprise operating procedures, industry/workplace codes of practice, customer requirements

Unit Sector(s)

Unit sector	Sales and Parts, Administration and Management
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Co-requisite units

Not applicable.

Competency field

Competency field	Administration
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AURSCA2002 Present stock and sales area

Modification History

Release	Comment
Release 1	Replaces AURS238150A Present stock and sales area Unit code updated to meet policy requirements Reference to OHS legislation replaced with new WHS legislation Licensing statement added to unit descriptor

Unit Descriptor

Unit descriptor	This unit of competency covers the competence required to establish and maintain stock and sales area. Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.
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Application of the Unit

Application of the unit	This unit of competency applies to the following and should be contextualised to the qualification it is being applied: <ul style="list-style-type: none"> • retail, service and repair.
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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 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

ELEMENT	PERFORMANCE CRITERIA
1. Maximise and maintain presentation of vehicle/ products for sale	1.1.Vehicle/product is clean and prepared to maximise market appeal in accordance with enterprise policies and procedures 1.2.Vehicle/product is placed in correct position to maximise presentation 1.3.Vehicle/product condition is monitored and action taken where necessary to maintain maximum market appeal
2. Maximise presentation of sales area	2.1.Presentation area is defined from floor plan in accordance with enterprise policies and procedures 2.2.Minimum vehicle/product numbers/types are determined and presented 2.3.Display areas are clean, tidy and safe 2.4.Correct handling, storage and display techniques are adopted according to vehicle/product types, enterprise and industry practices
3. Review acceptance of presentation of stock and sales area	3.1.Feedback from customers is sought 3.2.Customer feedback is collated and analysed 3.3.Action is taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
<ul style="list-style-type: none"> • collect, analyse and understand information related to feedback from customers • communicate ideas and information to draft presentation to management for support • plan and organise activities to design presentation area • work with others and in a team by involving other members of sales team in design and maintenance • use mathematical ideas and techniques to develop roster to maintain area • establish diagnostic processes for which design is both practical and safe • use workplace technology related to process feedback

REQUIRED SKILLS AND KNOWLEDGE**Required knowledge**

- enterprise policies and procedures
- enterprise sales presentation area and floor plan arrangements
- vehicle/product preparation and presentation techniques
- vehicle/product models/types

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:</p> <ul style="list-style-type: none"> • presenting vehicle/products in a manner to maximise market appeal • maintaining suitable sales presentation area • communicating effectively with others involved in or affected by the work.
Context of, and specific resources for assessment	<ul style="list-style-type: none"> • Underpinning knowledge and skills may be assessed on or off the job • The following are required: <ul style="list-style-type: none"> • vehicle/products for sale • suitable presentation area • sales material (e.g. brochures, pamphlets, banners, flags, stands, ramps, turntables) • a qualified workplace assessor.
Method of assessment	<ul style="list-style-type: none"> • Assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable. • Prescribed outcome must be able to be achieved without direct supervision. • Practical assessments: <ul style="list-style-type: none"> • present vehicle/products to maximise market appeal • maintain maximum merchandising effect of sales presentation area. • Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
<p>The range statement 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.</p>	
Methods	<p>Methods include:</p> <ul style="list-style-type: none"> • application of vehicle/product preparation/presentation techniques • application of procedures for maximising vehicle/product presentation area
WHS requirements	<p>WHS requirements may include:</p> <ul style="list-style-type: none"> • state/territory/industry WHS requirements
Resources may include	<p>Resources may include</p> <ul style="list-style-type: none"> • vehicles/products for sale • suitable presentation area • sales material (e.g. brochures, pamphlets, banners, flags, stands, ramps, turntables)
Information/documents	<p>Sources of information/documents may include:</p> <ul style="list-style-type: none"> • manufacturer/component supplier specifications • enterprise operating procedures • product manufacturer/component supplier specifications • customer requirements • industry/workplace codes of practice

Unit Sector(s)

Unit sector	Sales and Parts, Administration and Management
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Co-requisite units

Not applicable.

Competency field

Competency field	Sales and Marketing
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AURSCA2004 Carry out cash, credit and funds transfers

Modification History

Release	Comment
Release 1	<p>Replaces AURS241608A Carry out cash and/or credit/funds transfer transactions</p> <p>Unit code updated to meet policy requirements</p> <p>Minor change to unit title</p> <p>Reference to OHS legislation replaced with new WHS legislation</p> <p>Licensing statement added to unit descriptor</p>

Unit Descriptor

Unit descriptor	<p>This unit of competency covers the competence required to undertake cash, cheque, credit/funds transfer card transactions. It also includes preparation and dispatch of debtor invoices.</p> <p>Licensing, legislative, regulatory or certification requirements may apply to this unit in some jurisdictions. Users are advised to check with the relevant regulatory authority.</p>
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Application of the Unit

Application of the unit	<p>This unit of competence applies to the following and should be contextualised to the qualification it is being applied:</p> <ul style="list-style-type: none"> • retail, service and repair administration/sales finance - cash and non-cash transactions.
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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 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

ELEMENT	PERFORMANCE CRITERIA
1. Handle cash transactions	1.1. Cash is received and counted 1.2. Correct balance is determined, taking price, invoices, discounts, etc. into account, and correct change is given 1.3. Irregularities are noted and referred to appropriate persons for resolution 1.4. Cash is stored according to enterprise policies and procedures 1.5. Receipts are issued and transaction documented according to enterprise policies and procedures
2. Handle credit/funds transfer card transactions	2.1. Correct documentation and equipment for particular credit/funds transfer card is identified and accessed 2.2. Credit/funds transfer card recording device is identified and accessed 2.3. Recording device is operated according to provider procedures and taking into account enterprise credit limits 2.4. Irregularities are noted and referred to appropriate persons for resolution 2.5. Receipts are issued and transaction documented according to enterprise policies and procedures
3. Handle cheque transactions	3.1. Cheques are received and examined for correctness (amount, dates and signature) 3.2. Irregularities are noted and referred to appropriate persons for resolution 3.3. Cheques are stored according to enterprise policies and procedures 3.4. Receipts are issued and transaction documented according to enterprise policies and procedures
4. Carry out invoicing procedures	4.1. Calculations are performed to produce accurate customer invoices 4.2. Documentation is completed to ensure accuracy of content 4.3. Invoices are distributed to appropriate persons/section for certification prior to being dispatched 4.4. Verified invoices are dispatched within designated time limits 4.5. Invoices are copied and filed for auditing purposes

ELEMENT	PERFORMANCE CRITERIA
	according to enterprise policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- collect, organise and understand information related to collation of cheques for processing
- communicate ideas and information on irregularities in cash balancing to appropriate persons
- plan and organise activities for the development of invoices
- work with others and in a team with office persons to develop invoices
- use mathematical ideas and techniques to count cash
- establish diagnostic processes which re-count cash and credit transactions to balance books
- use workplace technology related to record sales

Required knowledge

- money handling security methods
- personal safety requirements
- applicable legislation
- GST information
- equipment safety requirements
- enterprise transaction policies
- cash/credit/funds transfer systems

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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>It is essential that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:</p> <ul style="list-style-type: none"> • conducting cash and non-cash transactions • preparation of invoices • interpreting and communicating operational information • safe work practices • operation of office/sales equipment • communicating effectively with others involved in or affected by the work.
Context of, and specific resources for assessment	<ul style="list-style-type: none"> • Underpinning knowledge and skills may be assessed on or off the job • The following are required: <ul style="list-style-type: none"> • cash and non-cash transaction equipment • computer software/hardware, calculator, office equipment, enterprise stationery, safes, cash register, EFTPOS systems, credit card systems, stock scanning/pricing equipment, postage equipment • a qualified workplace assessor.
Method of assessment	<ul style="list-style-type: none"> • Assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available assessment in simulated workplace conditions is acceptable • Prescribed outcome must be able to be achieved without direct supervision • Practical assessments: <ul style="list-style-type: none"> • recognise denominations of Australian currency notes and coinage • access and apply cash/credit systems • receive cash, perform calculations and give correct change • use equipment • handle cash correctly • use security systems (where applicable) • prepare and dispatch invoices • Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role.

EVIDENCE GUIDE

Guidance information for assessment	
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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.

Methods

Methods include:

- conducting sales transactions using cash and non-cash procedures
- telephone, fax, written communication, verbal
- preparation of debtor invoices

Specific requirements may include:

- literacy/numeracy

Workplace health and safety (WHS) requirements

WHS requirements may include:

- state/territory/industry WHS requirements

Resources

Resources may include:

- cash and non-cash transaction equipment
- invoice dispatching system
- computer software/hardware, calculators, office equipment, enterprise stationery, safes, cash register, EFTPOS systems, credit card systems, stock scanning/ pricing equipment, postage equipment

Information/documents

Sources of information/documents may include:

- enterprise operating procedures
- job cards
- product manufacturer/component supplier specifications
- company stationery

RANGE STATEMENT

	<ul style="list-style-type: none">• customer requirements• industry/workplace codes of practice
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Unit Sector(s)

Unit sector	Sales and Parts, Administration and Management
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Co-requisite units

Not applicable.

Competency field

Competency field	Sales and Marketing
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BSBPRO401A Develop product knowledge

Modification History

Release	Comments
Release 2	New release of this Qualification released with <i>version 6 of BSB07 Business Services Training Package</i> . Outdated advice removed

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop product knowledge in preparation for the sales process.

Application of the Unit

This unit applies to individuals in a sales related position in a small, medium or large enterprise across a wide variety of industries and contexts who develop their product knowledge prior to undertaking selling activities. They may provide advice and support about aspects of sales solutions to support a sales team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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 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

ELEMENT	PERFORMANCE CRITERIA
1. Acquire knowledge of products in a specified area	1.1. Identify <i>information sources</i> about <i>products</i> in a specified area and evaluate them for reliability and validity 1.2. Identify product purpose/s and use/s 1.3. Identify key <i>features</i> of the product/s 1.4. Identify product strengths and weaknesses 1.5. Articulate guarantees and warranties and identify service support details
2. Convert product knowledge into benefits	2.1. Identify features of the product which have potential buyer appeal 2.2. Present features of the product which have buyer appeal as benefits to the buyer 2.3. Present product benefits within the context of <i>organisational requirements</i> and legislation
3. Evaluate competitors' products	3.1. Use a range of information sources to identify competitors' products 3.2. Compare features, benefits, strengths and weaknesses of competitors' products with own products 3.3. Establish relative standing of the organisation's product with the competitors' product/s and communicate differences to the buyer

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- information management skills to summarise information verbally and non-verbally
- literacy and numeracy skills to interpret sales data and to summarise information obtained from a variety of verbal and non-verbal sources.

Required knowledge

- features, benefits, strengths and weaknesses of own organisation's and competitors' products
- industry competitors, trends and developments
- organisational structure/s, roles and responsibilities, policies, procedures, product labelling and descriptions
- potential buyer markets
- processes used when buying and selling products and services
- 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
 - consumer protection
 - contract law legislation
- ethical principles
 - privacy laws
 - Trade Practices Act.

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	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • comparison of the key features and benefits of product/s with competitor offerings • demonstration of product knowledge offered by an organisation • presentation of key features and benefits of own product/s.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to information sources about an organisation's and competitors' products, services or ideas • access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentation of key features and benefits to customers or simulated customers • oral or written questioning to assess knowledge of features, benefits, strengths and weaknesses of organisation's and competitors' products • review of evaluation of identification of information sources about products in a specified area • evaluation of strengths and weaknesses established for competitors' products.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Range Statement

The range statement 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.

Information sources may include:	<ul style="list-style-type: none"> • associations • catalogues • claims of competitive sales people • competitor websites • competitor sales literature • external sales data sources such as warehouse withdrawals • internal sales data records • other company personnel • sales conventions • trade association magazines • trade shows
Products may include:	<ul style="list-style-type: none"> • goods • ideas • services
Features may include:	<ul style="list-style-type: none"> • brand • colour • country of origin • covenant • manufacturer • product care details • safety aspect • shelf life • size • style • warnings
Organisational requirements may include:	<ul style="list-style-type: none"> • level of client service required • policies and procedures which are formally documented and are available for reference within the workplace

Unit Sector(s)

Business Development - Sales

BSBWOR204A Use business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.</p>
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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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and use technology	1.1. Select appropriate <i>technology</i> and <i>software applications</i> to achieve the requirements of the task 1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.3. Use technology according to <i>organisational requirements</i> and in a way which promotes a safe work environment
2. Process and organise data	2.1. Identify, open, generate or amend files and records according to task and organisational requirements 2.2. Operate <i>input devices</i> according to organisational requirements 2.3. <i>Store data</i> appropriately and exit applications without damage to or loss of, data 2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications
3. Maintain technology	3.1. Identify and replace used <i>technology consumables</i> in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange <i>routine maintenance</i> to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements 3.3. <i>Identify equipment faults</i> accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions
- communication skills to request advice, to receive feedback and to work with a team
- problem-solving skills to solve routine technology problems.

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
 - occupational health and safety (OHS)
- organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
- organisational IT procedures including back-up and virus protection procedures
- basic technical terminology in relation to reading help-files and manuals.

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of files and data for storage • manuals and training booklets for equipment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of office equipment • evaluation of maintaining technology.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • IT use units • other industry capability 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.

<p><i>Technology</i> may include:</p>	<ul style="list-style-type: none"> • computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters
<p><i>Software applications</i> may include:</p>	<ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting or presentation packages
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • correctly identifying and opening files • legal and organisation policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
<p><i>Input devices</i> may include:</p>	<ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
<p><i>Storage of data</i> may include:</p>	<ul style="list-style-type: none"> • appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems

RANGE STATEMENT	
<i>Technology consumables</i> may include:	<ul style="list-style-type: none"> • back-up tapes • CD-ROM • floppy disks • print heads • printer ribbons and cartridges • toner cartridges • zip disks
<i>Routine maintenance</i> may include:	<ul style="list-style-type: none"> • in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
<i>Identifying equipment faults</i> may include:	<ul style="list-style-type: none"> • checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Industry Capability - Workplace Effectiveness
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Co-requisite units

Co-requisite units	

Co-requisite units		

CSCORG301A Prepare reports

Modification History

CSCORG301A Release 2: Layout adjusted. Minor revisions to required knowledge.
CSCORG301A Release 1: Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to prepare reports required by the organisation. It includes exchanging information for specific purposes, adapting written communication to people and situations, collecting and analysing information, and maintaining the security of information. It is about providing information in different forms, according to the needs and requirements of individual work roles and responsibilities.

Application of the Unit

This is a core unit for all Certificate III qualifications, and applies to candidates with both general and specialist competencies from the range of occupational areas. For this reason this unit may be significantly customised, particularly in the assessment of knowledge based on different organisational, sector and locational requirements.

In practice, workplace communication overlaps with other generalist or specialist work activities, such as delivering client services, handling information, using resources, using technology, etc.

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.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Identify reporting needs.

- 1.1 Identify the reasons and requirements for recording and reporting and follow the set procedures for specific *types of reports*.
- 1.2 Identify who will read the report and choose the style of recording and reporting to meet the needs of the reader.

2 Collect and analyse information.

- 2.1 *Collect information* and set it out in priority order according to reasons for it being recorded and any set procedures.
- 2.2 Check the information with a range of authorities and confirm its accuracy, relevance and status.
- 2.3 Check whether more information is needed and gather it from a range of sources where appropriate.
- 2.4 Make sure that the conclusions drawn and actions taken match the available information.

3 Record information.

- 3.1 Record and report information in the required format, style, structure and timeframe.
- 3.2 Use technology available in the workplace to store and retrieve data.
- 3.3 Ensure that all *written material* complies with *legislative requirements and organisational policies and procedures*.

Required Skills and Knowledge

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

Required skills:

- adjusting written communication to suit audience and situation
- applying appropriate written communication techniques to workplace situations
- reading, analysing and interpreting documents containing the required information
- checking and confirming with reliable sources inside and outside the organisation the accuracy and relevance of information
- checking what extra information is needed and finding it where appropriate
- sorting information into a logical pattern
- making conclusions that are clearly based on the information
- recording complete, accurate, clear and objective information
- presenting written material in the range of media used in the workplace, including information technology software (e.g. word processing packages)
- recognising the urgency and high risk components of specific reports
- handling and storing information securely and safely and with an awareness of environmental and sustainable practices
- using the organisation's information system.

Required knowledge:

- organisation's policies, procedures, guidelines and requirements for report writing
- correct format, language and form required by the organisation
- basic written communication techniques, including barriers to effective communication
- protocols and procedures for communicating in writing with others
- rules of evidence
- security of information, freedom of information and confidentiality of information
- relevant cultural practices within the organisation and community
- identification of discriminative language
- technical and professional language used in the government and community safety sectors
- an awareness of legislation and statutory obligations of reporting in own state or territory justice system, including legal requirements of own role and responsibilities.

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

Evidence for assessment must be gathered over a significant period of time and in conjunction with assessment activities and evidence gathered for all other units at the qualification level where the assessment activity includes the preparation of reports.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

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
- ability to prepare reports in a range of (two or more) contexts or occasions, over time.

Context of and specific resources 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 reading and writing routine workplace reports, including coping with difficulties, irregularities and changes to routine
- case studies and workplace scenarios to capture the range of routine reading and writing situations likely to be encountered in the organisation
- copies of legislation, policies, procedures and guidelines relating to preparing written reports and working ethically and professionally within the organisation
- access to appropriate learning and assessment support when required.

Method of assessment

Assessment of this unit will be based on evidence drawn from a combination of:

- knowledge testing and simulation exercises conducted in a training program
- knowledge tested or inferred from explanations and performance in workplace applications
- observation of performance in routine workplace activities in a specified range of interactions
- organisational standards specifying the requirements for communication

- workplace reports produced as part of routine work activities
- observation and documentation from specially conducted assignments based on routine work requirements
- observation and feedback from supervisors, colleagues and clients.

This unit requires evidence of reports prepared for:

- audiences with different levels of authority and status
- routine and predictable contexts as well as for non-routine activities
- audiences inside the organisation
- audiences outside the organisation
- operating procedures and work unit requirements.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Range Statement

The range statement 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. 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.

Types of reports can include:

- incident reports
- witness reports
- routine periodic reports
- occupational health and safety reports
- case management reports
- reports of meetings.

Collect information from a range of different sources and strategies may include:

- organisation's information recording and storage system
- paper and computer sources of data and information
- interviews
- incident reports
- case notes
- colleagues.

Written material will include evidence of:

- informal reports and documents for internal use
- electronic files using the information technology required by the work site
- correcting and updating information
- complying with the organisation's procedures for the storage, security and confidentiality of information.

Legislative requirements, and organisational policies and procedures may relate to:

- confidentiality
- authorised access to or use of information
- freedom of information
- protection of privacy
- data protection and the storage and security of information
- use of information technology and other electronic or telecommunication systems.

Unit Sector(s)

Organisational administration and management.

Competency field

Not applicable.

Co-requisite units

Not applicable.

FDFPPL3003A Support and mentor individuals and groups

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to model appropriate work practices, provide feedback to groups and individuals and facilitate group processes.
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Application of the Unit

Application of the unit	This unit applies to support provided to a team or work group. A person competent in this unit may or may not have formal responsibility for managing others.
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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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support others in the work area	1.1. Individuals are mentored to meet work requirements 1.2. Performance that is inappropriate is identified and corrective action taken 1.3. Feedback on performance is provided
2. Facilitate group processes	2.1. Purpose of group process is identified 2.2. Meeting procedures required to achieve an agreed outcome are determined and applied 2.3. Group members are engaged in the process 2.4. Clear outcomes are reached in a timely manner

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- model behaviour consistent with company policies and procedures
- identify behaviour or performance that is unacceptable
- structure interventions and feedback to clearly convey required standard of performance
- apply appropriate explanation, demonstration, questioning and active listening techniques when interacting with others
- provide feedback appropriate to the audience requirements
- recognise and respond appropriately to difference and diversity in the workplace
- provide and/or arrange opportunities to develop/practice appropriate skills
- plan group processes, including clearly identifying the purpose of the discussion or meeting, confirming the appropriate people are available and planning a basic outline of the approach and/or agenda
- facilitate meetings, including confirming with group members the purpose of the discussion or meeting, engaging people in discussion and assisting the group to reach an agreed outcome within the allotted timeframe
- record meeting outcomes
- follow up group processes, including identifying actions required to follow up outcomes of a discussion or meeting
- 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
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- company policies and procedures as they apply to the work area, including areas covered by legislation, such as sexual harassment, equal employment opportunity (EEO)/affirmative action, anti-discrimination, racial vilification and workplace bullying, occupational health and safety (OHS), food safety and environmental management
- industry awards and enterprise agreements to develop an awareness of the main issues covered as they affect day-to-day work arrangements
- systems and programs in the workplace to support development and mentoring of others
- relevant resources to support mentoring role and responsibilities
- techniques for structuring and explaining work-related information to meet the

REQUIRED SKILLS AND KNOWLEDGE

needs of people in the work area

- interpersonal skills, including appropriate questioning, listening and feedback techniques
- training/assessment arrangements in the workplace and related responsibilities
- boundaries of responsibility and related procedures for feedback, counselling and disciplinary procedures
- formal arrangements and responsibilities for consulting others relating to work role
- meeting procedures and recording requirements as relevant in the workplace

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 be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: <ul style="list-style-type: none"> • model behaviour and performance consistent with company policy and procedures • support others in their behaviour and performance • provide feedback on performance and take corrective action on inappropriate behaviours • plan and organise group meetings or activities to engage participation • support group meetings to gain clear outcomes.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: <ul style="list-style-type: none"> • advice on workplace policies, codes of practice and procedures • opportunities to interact with others using typical workplace communication processes • typical group forums, such as structured group discussions, committee meetings and work groups • workplace systems and procedures for consultation, feedback, counselling and discipline • advice on conditions of employment and entitlements • information systems, including recording and retrieval systems.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: <ul style="list-style-type: none"> • FDFOP2005A Work in a socially diverse environment • FDFPPL3004A Lead work teams and groups.
Guidance information for	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over

EVIDENCE GUIDE	
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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.
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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.

Policies and procedures	Work is carried out in accordance with company policies, procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements
Mentoring and feedback arrangements	Mentoring and feedback arrangements may be: <ul style="list-style-type: none"> • formal or informal
Corrective action	Corrective action may include: <ul style="list-style-type: none"> • reporting an incident to a more senior person as appropriate
Group processes	Group processes may include: <ul style="list-style-type: none"> • formal meeting procedures and informal discussions • group meetings
Communication systems	Communication systems reflect the culture of the workplace and the workforce. This may include: <ul style="list-style-type: none"> • communicating with people from diverse cultural backgrounds and with people with limited English language and literacy skills
Meeting procedures	Meeting procedures include: <ul style="list-style-type: none"> • developing an agenda • seeking input • recording actions arising and working towards an agreed outcome within time allocation

Unit Sector(s)

Unit sector	People management/planning/logistics
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

HLTAID003 Provide first aid

Modification History

Release	Comments
Release 2.0	Updated mapping information.
Release 1.1	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1.0	This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit

Application

This unit of competency describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, include community and workplace settings.

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory Work Health and Safety Regulatory Authority.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Respond in an emergency situation

- 1.1 Recognise an emergency situation
- 1.2 Identify, assess and manage immediate hazards to health and safety of self and others
- 1.3 Assess the casualty and recognise the need for first aid response
- 1.4 Assess the situation and seek assistance from emergency response services where required

2. Apply appropriate first aid procedures

- 2.1 Perform cardiopulmonary resuscitation (CPR)
- 2.2 Provide first aid in accordance with established first aid principles
- 2.3 Display respectful behaviour towards casualty
- 2.4 Obtain consent from casualty where possible
- 2.5 Use available resources and equipment to make the casualty as comfortable as possible
- 2.6 Operate first aid equipment according to manufacturer's instructions
- 2.7 Monitor the casualty's condition and respond in accordance with first aid principles

3. Communicate details of the incident

- 3.1 Accurately convey incident details to emergency response services
- 3.2 Report details of incident to workplace supervisor as appropriate
- 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Evaluate own performance

4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

4.2 Participate in debriefing to address individual needs

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

- Oral communication – in order to make an accurate verbal report to emergency response services and workplace supervisor

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

www.cshisc.com.au - <http://www.cshisc.com.au>

Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
Release 1.1	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1.0	This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a hazard assessment and identified strategies to minimise risk
- demonstrated safe manual handling techniques
- assessed airway, breathing and responsiveness of casualty
- performed at least four minutes of uninterrupted CPR on both an infant resuscitation manikin and an adult resuscitation manikin placed on the floor, demonstrating the following techniques on each:
 - checking for response and normal breathing
 - recognising abnormal breathing
 - opening and clearing the airway
 - using correct hand location, compression depth rate in line with the ARC recommended ratio of compressions and ventilations
 - acting in the event of regurgitation or vomiting
 - following single rescuer procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)
- conducted a verbal secondary survey
- applied first aid procedures for the following:
 - allergic reactions

- anaphylaxis
- asthma
- basic wound care
- severe bleeding
- burns
- cardiac arrest
- choking and airway obstruction
- convulsions
- envenomation (using pressure immobilisation)
- fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation techniques)
- poisoning
- respiratory distress
- shock
- provided an accurate verbal report of the incident
- responded to at least two simulated emergency scenarios contextualised to the candidate's workplace/community setting.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to provision of CPR and first aid
 - safe work practices to minimise risks and potential hazards
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
 - need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- considerations when providing first aid including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - standard precautions and infection control
- principles and procedures for first aid management of the following scenarios:
 - abdominal injuries
 - allergic reactions
 - anaphylaxis
 - bleeding control
 - burns
 - cardiac conditions
 - choking and airway obstruction
 - cold and crush injuries
 - diabetes
 - dislocations
 - drowning
 - envenomation
 - environmental impact (including hypothermia, hyperthermia, dehydration and heat stroke)
 - epilepsy
 - eye and ear injuries
 - fractures
 - head, neck and spinal injuries
 - minor skin injuries
 - needle stick injuries
 - poisoning and toxic substances

- respiratory distress, including asthma and other respiratory conditions
- seizures
- severe allergic and anaphylactic reactions
- shock
- soft tissue injuries
- unconsciousness, abnormal breathing or not breathing
- basic anatomy and physiology relating to:
 - absence of normal breathing
 - anatomy of the external chest
 - physiology relating to response/consciousness
 - upper airway anatomy and effect of positional change
 - anatomy and physiology considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually:

- in an environment that provides realistic in-depth, industry-validated scenarios and simulations to enable assessment of candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- first aid equipment including
 - roller bandages
 - triangular bandages cloth
 - trauma dressings
 - placebo bronchodilator and spacer device
 - adrenalin auto-injector training device
 - an AED training device
 - emergency rescue blanket
 - workplace first aid kit.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

In addition, assessors must hold:

- a current advanced first aid certificate

OR

- at least three years' experience as a health professional, nurse or emergency services provider.
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Links

Companion volumes from the CS&HISC website - <http://www.cshisc.com.au>

MSAPMSUP390A Use structured problem solving tools

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the solving of process and other problems, beyond those associated directly with the process unit/equipment, using structured process improvement tools to identify improvements and/or solve problems.

Application of the Unit

Application of this unit

The competency is typically performed by an experienced operator, team leader or supervisor. Generally the person would be part of a team during the solving of complex or systemic problems and would be expected to perform all parts of this unit and at all times would be liaising and cooperating with other members of the team. This includes:

- using a range of formal problem solving techniques
- identifying and clarifying the nature of the problem
- devising the best solution
- evaluating the solution
- developing an implementation plan to rectify the problem.

This unit does not cover the solving of problems undertaken as part of the operator's normal role which is covered in the relevant operation competency unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

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 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 ELEMENT	PERFORMANCE CRITERIA
1. Identify the problem.	<p>Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.</p> <p>1.1 Identify variances from normal operating parameters and product quality.</p> <p>1.2 Define the extent, cause and nature of the problem by observation and investigation.</p> <p>1.3 State and specify the problem clearly.</p>
2. Determine fundamental cause of problem.	<p>2.1 Identify possible causes based on experience and the use of problem solving tools/analytical techniques.</p> <p>2.2 Develop possible cause statements.</p> <p>2.3 Identify fundamental cause.</p>
3. Determine corrective action.	<p>3.1 Consider all possible options for resolution of the problem.</p> <p>3.2 Consider strengths and weaknesses of possible options.</p> <p>3.3 Determine corrective action to remove the problem and possible future causes.</p> <p>3.4 Develop implementation plans identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures.</p> <p>3.5 Develop recommendations for ongoing monitoring and testing.</p>
4. Communicate recommendations.	<p>4.1 Prepare report on recommendations.</p> <p>4.2 Present recommendations to appropriate personnel.</p> <p>4.3 Follow up recommendations if required.</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit. Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognise non-standard situations. This unit of competency includes use of analytical techniques in problem solving such as:

- brainstorming
- fishbone diagrams/cause and effect diagrams
- process logic/process requirements
- logic tree
- similarity/difference analysis
- Pareto analysis
- force field/SWOT analysis
- flow charts
- control charts, runcharts and graphs
- scattergrams.

Action plans to solve problems are prepared including:

- priority requirements
- measurable objectives
- resource requirements
- methods for reaching objectives
- timelines
- coordination and feedback requirements
- safety requirements
- risk assessment
- environmental requirements.

Language, literacy and numeracy requirements

This unit requires the ability to read and interpret typical product specifications, job sheets and material labels as provided to operators.

Writing is required to the level of report writing and completing workplace forms.

Basic numeracy is also required, eg to interpret quality data and graphs.

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 holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to apply and explain:

- relevant equipment and operational processes
- enterprise policies and procedures
- enterprise goals, targets and measures
- enterprise quality, OHS and environmental requirements
- principles of decision-making strategies and techniques
- enterprise information systems and data collation
- industry codes and standards.

Consistent performance should be demonstrated. For example, look to see that:

- problems are recognised and clarified
- possible causes are identified, based on experience and use of analytical techniques in solving the problem, including:
 - identifying variations
 - identifying cause and effect
 - separating single problems from multiple problems
 - recognising recurring problems.
- fundamental cause of process or equipment faults is determined
- corrective/preventative implementation plans are developed to avoid recurrence of the problem
- implementation plan is presented to relevant personnel.

Assessment method and context

Assessment will occur on the job or in a simulated workplace.

Competence in this unit may be assessed:

- in a situation allowing the generation of evidence of the ability to recognise and respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

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.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

The competency unit applies to a wide range of processes and equipment. The process manufacturing technical units of competency include a problem solving element where problems specific to that competency unit are to be resolved. This competency unit is where structured problem solving techniques are to be applied more broadly, or with greater depth/rigour than is implied by the problem solving element of the technical units.

In large plants or manufacturing organisations with multiple processes, it may apply to more than one process if those processes interact with each other. It applies to all operators across all functions.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Hazards

Typical hazards include leaks, spillages and equipment hazards that can occur during the walk-through of a plant.

Problems

'Anticipate and solve problems' means resolve a wide range of routine and non-routine problems, using product and process knowledge to develop solutions to problems which do not have a known solution/a solution recorded in the procedures.

Typical process and product problems may include:

- non-routine process and quality problems
- equipment selection, availability and failure
- teamwork and work allocation problems
- safety and emergency situations and incidents.
-

Unit Sector(s)

Not applicable.

PMBPROD336A Inspect heavy off-the-road tyres

Modification History

Release 1 - New unit of competency

Unit Descriptor

This unit of competency covers the skills and knowledge needed to inspect tyres defined by AS 4457.2-2008 Earth-moving machinery - Off-the-road wheels, rims and tyres - Maintenance and repair - Tyres (or its authorised replacement) or similar tyres.

Application of the Unit

This competency is typically performed by advanced operators applying knowledge of materials, knowledge and basic understanding of the tyre design, and product purpose and processes to the inspection of tyres for defects that would preclude them being repaired or making some preliminary judgements as to the extent and nature of any required repairs. It also requires the use of some discretion and judgment to recognise and resolve a range of problems.

This unit should be interpreted in line with AS 4457.2-2008 Earth-moving machinery - Off-the-road wheels, rims and tyres - Maintenance and repair - Tyres.

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 performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

- | | | |
|---|------------------------|---|
| 1 | Prepare for inspection | 1.1 Complete initial documentation for tyre |
| | | 1.2 Raise all relevant paperwork as required |
| | | 1.3 Clean tyre ready for inspection |
| | | 1.4 Position tyre securely for inspection |
| | | |
| 2 | Inspect tyre | 2.1 Identify injuries to tyre both internally and externally |
| | | 2.2 Investigate injuries for extent and nature |
| | | 2.3 Identify injuries/tyres which are irreparable |
| | | 2.4 Determine injuries which should be repaired |
| | | 2.5 Mark areas requiring repair |
| | | 2.6 Categorise injuries to standard |
| | | 2.7 Determine overall reparability of the tyre |
| | | |
| 3 | Finalise inspection | 3.1 Complete any required internal paperwork |
| | | 3.2 Prepare customer quotation as required |
| | | 3.3 Communicate with customer in accordance with procedures |
| | | 3.4 Make arrangements for tyre to be repaired, scrapped or returned as required |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- use of inspection tools
- communicating effectively
- analytical skills
- working safely in accordance with operational requirements and safe systems of work
- ability to read and interpret typical product specifications, job sheets and material labels as provided to operators
- writing to the level of completing workplace forms and production reports

Required knowledge

Required knowledge includes:

- organisation's procedures
- heavy off-the-road (HOTR) tyre construction
- radial and bias ply construction
- methods of identifying lug/position identification
- AS 4457.2-2008 Earth-moving machinery - Off-the-road wheels, rims and tyres - Maintenance and repair - Tyres
- hazards and hazard controls associated with HOTR tyre inspection
- indicators of tyre injuries
- injuries which do not need repairing, injuries which are repairable and injuries which either individually or in the sum should not be repaired
- reporting procedures

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

Critical aspects for assessment and evidence are:

- tyre injury is identified and appropriate action determined
- consistent application of inspection and testing standards
- safety procedures are always followed.

Context of and specific resources for assessment

Assessment will occur on an HOTR tyre repair facility. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility, such as an office or lunchroom. No other special resources are required.

Method of assessment

Competence in this unit may be assessed:

- by observation over a range of tyre inspection procedures undertaken in the workplace
- in a situation allowing for the generation of evidence of the ability to respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that appropriate practical/simulation assessment will be combined with targeted questioning to assess the required knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment.

Guidance information for assessment

Assessment processes and techniques must be appropriate to the language, competency and safety requirements of the site and consistent with workplace systems or 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.

Initial documentation

Completing initial documentation will include ensuring that:

- the serial number is correct
- the correct tyre is inspected

Injuries to tyres

Injuries to tyres may include, but are not limited to:

- cuts, abrasion, splits, cracks and crazing
- separations within the structure
- deformities both surface and internal
- penetrations into and through the casing/carcass

Injuries

Injuries may include, but are not limited to:

- injuries which do not need repair and should be returned to the customer to be used as is
- injuries which should be repaired
- injuries which are beyond repair and so the tyre should be scrapped

Standards

Standards may include, but are not limited to:

- AS 4457.2-2008 Earth-moving machinery - Off-the-road wheels, rims and tyres - Maintenance and repair – Tyres
- Rubber Manufacturer's Association of America (RMA)
- Supplier standards, such as technical data sheets and manuals
- internal organisational standards

Procedures

Procedures may be written, verbal, computer-based or in some other form. They may include, but are not limited to:

- all work instructions
- standard operating procedures
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant
- good operating practice as may be defined by industry codes of practice

Procedures would be expected to comply with any relevant government regulations.

Paperwork

Paperwork may be paper or electronic-based.

Appropriate action

Appropriate action includes, but is not limited to:

- determining problems needing action
- accessing and applying relevant technical and plant data
- applying appropriate problem solving techniques to determine possible fault causes, within manufacturer guidelines and safety procedures
- rectifying problem using appropriate solution within area of responsibility
- following through items initiated until final resolution has occurred
- reporting problems outside area of responsibility/ability to designated person

Health, safety and environment (HSE)

All operations to which this unit applies are subject to stringent HSE requirements, which may be imposed through 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)

Not applicable.

Custom Content Section

Not applicable.

RIICOM201A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

This unit covers communicating in the workplace in resources and infrastructure industries. It includes identifying and accessing site communication equipment and systems; communicating using site equipment and systems; carrying out face-to-face routine communication; and completing written documentation.

Application of the Unit

This unit is appropriate for those working in a operational roles, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and access site communication equipment and systems	1.1. Access, interpret and apply compliance documentation relevant to the work activity 1.2. Identify and access communication equipment and system components 1.3. Establish and maintain communication 1.4. Access and apply safety procedures related to communication equipment and systems
2. Communicate using site equipment and systems	2.1. Identify and select for use the most appropriate method of communication 2.2. Operate or use communication equipment and systems 2.3. Acknowledge and respond to communication or take, confirm and pass on promptly to the appropriate person 2.4. Pass communications in a clear and concise manner 2.5. Follow safety procedures, including the passing of reports and observance of local communications and emergency procedures 2.6. Identify and report faults in communication equipment
3. Carry out face-to-face routine communication	3.1. Speak clearly and listen carefully to ensure information is understood 3.2. Ask questions and confirm meaning of information where required 3.3. Maintain communication processes with other personnel to assist flow of work activities 3.4. Use site approved signalling methods to convey information 3.5. Participate in discussion to obtain relevant information and clarify meaning 3.6. Communicate cooperatively with other personnel
4. Complete written documentation	4.1. Complete all required documentation/computer generated documentation clearly, concisely and on time, using plain English 4.2. Use approved documents 4.3. Pass on written information to appropriate

	personnel
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required for the safe, effective and efficient conduct of workplace communication:

- apply legislative, organisation and site requirements and procedures
- communicate clearly and promptly, listening carefully to instructions and information
- communicate concisely both written and verbally
- operate communications systems and equipment
- interpret other communications such as flags, lights, signs, bells and whistles
- apply operational safety requirements
- identify and report communication faults and deficiencies according to site procedures

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following, as required for the safe, effective and efficient conduct of workplace communication:

- current relevant legislative requirements, standards and site procedures
- worksite communication system components
- types of communications equipment and systems and their applications and limitations
- operational procedures and safety requirements of communication equipment and systems
- common faults in communication equipment/systems
- emergency communication procedures
- record maintenance
- site requirements and constraints related to communication equipment/systems

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 worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions to communicate on a workplace
- implementation of requirements, procedures and techniques for the safe, effective and efficient communication in the workplace
- working with others to communicate in the workplace and meet all of the required outcomes
- consistent timely communication in the workplace that safely, effectively and efficiently meets the required outcomes

Context of and specific resources for assessment

- This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills.
- Evidence for assessment is best gathered using the outcomes of products and processes of the workplace context.
- The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.
- Customisation of assessment and delivery environment to sensitively accommodate cultural diversity.

	<ul style="list-style-type: none"> • Aboriginal people and other people from a non English speaking background may have second language issues. • Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular worksites may differ due to site circumstances. • 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.
<p>Method of assessment</p>	<p>This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:</p> <ul style="list-style-type: none"> • written and/or oral assessment of the candidate's required knowledge • observed, documented and/or first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes • consistently achieving the required outcomes • first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • working with others to communicate in the workplace
<p>Guidance information for assessment</p>	<p>Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.</p>

Range Statement

The range statement 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.

<p>Relevant compliance documentation may include:</p>	<ul style="list-style-type: none"> • legislative, organisation and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • code of practice • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
<p>Communication equipment and systems may include:</p>	<ul style="list-style-type: none"> • the systems overview • operating directories • communication equipment • site specific procedures and constraints including: <ul style="list-style-type: none"> • call signs • area descriptions • voice procedure • protocols • emergency procedures
<p>Safety procedures may include:</p>	<ul style="list-style-type: none"> • standard work instructions or equivalent • avoidance of energy sources • care of equipment • compliance with hazardous zone procedures
<p>Communication may be by:</p>	<ul style="list-style-type: none"> • radio • telephone • computer • lights • audible singles (bells, whistles and sirens) • physical signals (lamps and flags) • written and • verbal
<p>Signaling may include:</p>	<ul style="list-style-type: none"> • hand signals • horn and/or whistle • safety lights

	<ul style="list-style-type: none"> • cap lamp • emergency communication and signaling procedures
Documentation may include:	<ul style="list-style-type: none"> • end of shift documentation • work log • supplies log • computer readings • personal danger tags • warning tags
Plain English presenting can be defined as information which is:	<ul style="list-style-type: none"> • visually inviting • logically organised • understandable on the first reading • in an order the reader will understand

Unit Sector(s)

Communication

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

R110HS201A Work safely and follow OHS policies and procedures

Modification History

Not applicable.

Unit Descriptor

This unit covers working safely and follow OHS policies and procedures in resources and infrastructure industries. It includes accessing and apply site safety procedures; applying personal safety measures and operational safety measures; maintaining personal wellbeing for job; and identifying and reporting incidents.

Application of the Unit

This unit is appropriate for those working in all roles, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Access and apply site safety procedures</p>	<p>1.1. Access, interpret and apply compliance documentation relevant to working safely and follow OHS policies and procedures</p> <p>1.2. Carry out isolation of energy sources and immobilisation of potential energy sources, including tagging according to required procedure</p> <p>1.3. Locate destinations within the site by interpreting and applying site plans, transport rules and signage</p> <p>1.4. Identify and act on or report breaches in site safety in accordance with required procedures</p>
<p>2. Apply personal safety measures</p>	<p>2.1. Use personal protective equipment in accordance with required procedures</p> <p>2.2. Establish and maintain a clean and tidy safe working area in accordance with required procedures</p> <p>2.3. Obtain permits and clearances in accordance with required procedures, before specialised work is carried out</p> <p>2.4. Apply safe manual handling procedures in accordance with guidance and/or procedures</p> <p>2.5. Identify and apply site procedures for conduct of high-risk activities</p>
<p>3. Apply operational safety measures</p>	<p>3.1. Recognise and respond to alarms in accordance with required procedures</p> <p>3.2. Identify and clarify own responsibility in regard to emergency situation procedures and respond to and report emergency situations in accordance required procedures</p> <p>3.3. Apply basic fire fighting techniques in accordance with requirements</p> <p>3.4. Identify emergency escape route(s) and procedures in accordance with requirements</p>
<p>4. Maintain personal wellbeing for job</p>	<p>4.1. Identify risks to personal wellbeing and recognise preventative strategies to minimise impact on site</p> <p>4.2. Identify, act on and report situations which</p>

	<p>may endanger the individual or others</p> <p>4.3. Access and explain site requirements for <i>fitness for duty</i></p> <p>4.4. Adhere to site policies in relation to smoking, alcohol and drug use</p>
<p>5. Identify and report incidents</p>	<p>5.1. Understand site incident and injury statistics in accordance with required procedures</p> <p>5.2. Report and record incidents and injuries in accordance with required procedures</p> <p>5.3. Contribute to and participate in incident investigations in accordance with the responsibilities and protection under the relevant legislation</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to work safely and follow OHS policies and procedures:

- apply legislative, organisation and site requirements and procedures for working safely
- source, interpret and apply safety information
- use and care of personal protective equipment
- apply safe lifting and handling techniques
- implement workplace reporting procedures
- communicate clearly and directly, listening carefully to instructions and information, responding to and clarifying directions
- apply teamwork to a range of situations, particularly in a safety context
- solve problems, particularly in teams and in dealing practically with safety issues such as recognising and responding to alarms
- show initiative in adapting to changing work conditions or contexts particularly when working across a variety of work areas and in choosing appropriate personal protective equipment for each context
- manage time, particularly in organising priorities and planning work
- take responsibility for self organisation of work priorities to follow site safe work procedures
- apply a range of mediums to learn
- apply and use appropriate technology in a safety context

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following, as required to work safely and follow OHS policies and procedures:

- equipment safety requirements
- personal protective equipment
- hazardous substances procedures and handling techniques
- materials safety data sheets (MSDS) information and its application
- isolation procedures
- lifting techniques, including for both manual and automated lifting
- OHS procedures
- primary and secondary ventilation
- site safety requirements and procedures

- participative procedures for workplace management of others (e.g. consultation, safety representatives, committees, dispute resolution)
- potential biological effects (e.g. circadian rhythms, sleep, alertness, fatigue, stress, effects of heat stress and hypothermia)
- drug and alcohol policy
- use of emergency equipment
- basic fire fighting techniques

Evidence Guide

<p>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.</p>	
<p>Overview of assessment</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:</p> <ul style="list-style-type: none"> • knowledge of the requirements, procedures and instructions for working safely and follow OHS policies and procedures • implementation of requirements, procedures and techniques for working safely and follow OHS policies and procedures • working with others to work safely and follow OHS policies and procedures • consistent timely completion of work that is safe and follows OHS policies and procedures
<p>Context of and specific resources for assessment</p>	<ul style="list-style-type: none"> • This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills. • The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job. • Customisation of assessment and delivery environment to sensitively accommodate cultural diversity. • Aboriginal people and other people from a non English speaking background may have second language issues. • Assessment of this competency requires typical

	<p>resources normally used in the work environment. Selection and use of resources for particular work sites may differ due to site circumstances.</p> <ul style="list-style-type: none"> • 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.
<p>Method of assessment</p>	<p>This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:</p> <ul style="list-style-type: none"> • written and/or oral assessment of the candidate's required knowledge • observed, documented and/or first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • implementation of appropriate requirements, procedures and techniques for the safe, effective and efficient achievement of required outcomes • consistently achieving the required outcomes • first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • working with others to undertake and complete work safely and follows OHS policies and procedures
<p>Guidance information for assessment</p>	<p>Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.</p>

Range Statement

The range statement 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.

<p>Relevant compliance documentation may include:</p>	<ul style="list-style-type: none"> • legislative, organisation and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • code of practice • management plans • safe working procedures (or equivalent) • tagging and lockout procedures • toxic substances procedures • gas monitoring procedures • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
<p>Personal protective equipment may include:</p>	<ul style="list-style-type: none"> • hard hats • hearing protection • eye protection • safety boots • respiratory masks • other prescribed clothing and equipment related to tasks • self rescuers which may include filter or self contained types
<p>Permits and clearances may include:</p>	<ul style="list-style-type: none"> • access to areas • welding and cutting • power line clearances • start-up procedures • blasting/shotfiring • working at height • confined spaces • vertical openings • dig and penetration
<p>Manual handling may include:</p>	<ul style="list-style-type: none"> • the use of mechanical handling aids which are present at the workplace place and included in the national standard for Manual Handling and

	<p>national code of practice for Manual Handling (NOHSC)</p> <ul style="list-style-type: none"> • team lifting
<p>Emergency situations may include:</p>	<ul style="list-style-type: none"> • emergency evacuation • fire • incident or injury • electrical shock • falls • entrapment • inrush • fumes • explosions • cyclones • other extreme weather • working in remote locations
<p>Emergency escape route(s) are:</p>	<ul style="list-style-type: none"> • those identified at the workplace and may include the primary and secondary escape route(s)
<p>Risks to personal wellbeing may include:</p>	<ul style="list-style-type: none"> • non adherence to safety procedures and policies • stress • communicable diseases • adverse personal hygiene • horseplay
<p>Fitness for duty may include:</p>	<ul style="list-style-type: none"> • smoking restrictions • alcohol impairment • improper use of drugs • fatigue management • physiological and psychological stress • medication • illness

Unit Sector(s)

Occupational Health and Safety

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

R110HS204A Work safely at heights

Modification History

Not applicable.

Unit Descriptor

This unit covers working safely at heights in resources and infrastructure industries. It includes: identifying the work requirements, work procedures and instructions for the task; accessing and installing equipment; performing work at heights; and cleaning up the work area.

Application of the Unit

This unit specifies the competency required to undertake safe working practices when working at heights or depths.

This unit is appropriate for those working in a operational roles, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify work requirements</p>	<p>1.1. Access, interpret and apply compliance documentation relevant to working safely at heights</p> <p>1.2. Identify the scope of the task</p> <p>1.3. Adhere to OHS requirements associated with working safely at heights, and the workplace environment throughout the work</p> <p>1.4. Inspect site to determine layout and physical condition, condition of structures, prevailing weather conditions, equipment requirements and potential hazards</p> <p>1.5. Identify and document scope of the task and proposed work practices/activities</p> <p>1.6. Identify, select and check safety equipment for serviceability</p> <p>1.7. Identify, manage and report potential risks and hazards</p>
<p>2. Identify work procedures and instructions for the task</p>	<p>2.1. Select materials, tools and equipment, including personal safety equipment, and check for serviceability</p> <p>2.2. Inspect/install fall protection and perimeter protection equipment ensuring adequacy for work and conformance to regulatory requirements</p> <p>2.3. Identify approved methods of moving tools and equipment to work area and minimise potential hazards associated with tools at heights</p> <p>2.4. Install safety system in accordance with requirements</p> <p>2.5. Select and install appropriate signs and barricades</p>
<p>3. Access and install equipment</p>	<p>3.1. Correctly fit, adjust and anchor fall protection and associated equipment</p> <p>3.2. Make appropriate arrangements to install required equipment</p> <p>3.3. Use recommended methods to access work area for people, tools and equipment</p> <p>3.4. Place tools and materials to eliminate or minimise the risk of items being knocked</p>

	down
4. Perform work at heights	<p>4.1. Check access from ground to work area to ensure it is safe and in accordance with requirements</p> <p>4.2. Keep fall equipment in place and adjusted appropriately to allow for movement during work</p> <p>4.3. Undertake manual handling of materials and equipment in accordance with requirements</p> <p>4.4. Locate materials and equipment ensuring that they are safely secured and distributed</p> <p>4.5. Check safety system periodically for compliance with requirements and procedures</p> <p>4.6. Monitor risk control measures to ensure that they are effective and appropriate to the task and work environment</p> <p>4.7. Reassess risk control measures, as required, in accordance with changed work practices and/or site conditions and undertake alterations</p>
5. Clean up work area	<p>5.1. Dismantle safety system in accordance with sequence and remove from worksite</p> <p>5.2. Clear work area and dispose of or recycle materials</p> <p>5.3. Clean, check, maintain and store tools and equipment</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to work safely at heights:

- apply legislative, organisation and site requirements and procedures
- access, interpret and apply technical and safety information
- apply diagnostic/faultfinding techniques
- apply environmental requirements
- apply isolation procedures
- work in varying weather conditions

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following, as required to work safely at heights:

- the names and functions of equipment, components and materials
- equipment manufacturer's instructions and specifications
- safe shifting and handling of tools and materials
- statutory and regulatory authority requirements
- the nature of work undertaken at heights
- heights safety systems
- the processes of providing for safe working practices
- safety equipment/systems and considerations to facilitate working safely at heights
- safe work methods

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 worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions for working safely at heights
- implementation of requirements, procedures and techniques for safe, effective and efficient working at heights
- working with others to undertake and complete work safely at heights that meets all of the required outcomes
- consistent timely completion of work at heights that safely, effectively and efficiently meets the required outcomes

Context of and specific resources for assessment

- This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills.
- The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.
- Customisation of assessment and delivery environment to sensitively accommodate cultural diversity.
- Aboriginal people and other people from a non English speaking background may have second language issues.

	<ul style="list-style-type: none"> • Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular worksites may differ due to site circumstances. • 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.
<p>Method of assessment</p>	<p>This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:</p> <ul style="list-style-type: none"> • written and/or oral assessment of the candidate's required knowledge • observed, documented and/or first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes • consistently achieving the required outcomes • first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • working with others to undertake and complete work safely at heights
<p>Guidance information for assessment</p>	<p>Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.</p>

Range Statement

The range statement 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.

<p>Relevant compliance documentation may include:</p>	<ul style="list-style-type: none"> • legislative, organisation and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • code of practice • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
<p>OHS requirements may include those associated with:</p>	<ul style="list-style-type: none"> • protective clothing and equipment • use of tools and equipment • workplace environment and safety • handling of materials • use of fire fighting equipment • use of First Aid equipment • hazard control • hazardous materials and substances
<p>Hazards may include:</p>	<ul style="list-style-type: none"> • falling objects • removal of scaffold components • inappropriate carrying of materials on ladders • excessive bending or twisting in different work situations
<p>Tools and equipment may include:</p>	<ul style="list-style-type: none"> • fall protection • perimeter protection • signage and barricades • ladders • lifting/load shifting equipment including: • hand trolleys • rollers • forklifts • chain blocks • hoists • jacks • scaffolds

	<ul style="list-style-type: none"> • elevated work platforms • lifting equipment (such as cranes)
Safety systems may include:	<ul style="list-style-type: none"> • scaffolds • handrails • foot walks • kickboards • safety harness • harness fixing points

Unit Sector(s)

Occupational Health and Safety

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

R11OHS301A Conduct safety and health investigations

Modification History

Not applicable.

Unit Descriptor

This unit covers conducting safety and health investigations in resources and infrastructure industries. It includes determining the investigation objectives; gathering information; evaluating information; identifying courses of action; and preparing and presenting investigation reports.

Application of the Unit

This unit is appropriate for those working in operational roles or on safety committees, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Determine the investigation objectives</p>	<p>1.1. Access, interpret and apply compliance documentation relevant to conducting safety and health investigations</p> <p>1.2. Determine the scope of the investigation to ensure pre- and post-incident timeframe is considered consistent with legislative requirements and site standard</p> <p>1.3. Determine the proposed investigation objectives from an analysis of the available information and factors</p> <p>1.4. Test the proposed objectives and clarify the scope of the investigation</p> <p>1.5. Ensure the final objectives and scope of the investigation will be achievable within available resources and authority constraints</p>
<p>2. Gather information</p>	<p>2.1. Maintain site security and integrity of evidence in accordance with legislative and site requirements</p> <p>2.2. Plan and prepare for the systematic collection of information</p> <p>2.3. Schedule information collection and completion to ensure minimum backtracking or repeat actions</p> <p>2.4. Ensure methods used to collect and examine information, including interviewing and recording, meet standards and legislative requirements</p> <p>2.5. Collect, test and organise all information appropriate to the investigation according to legislative and/or industry standards</p>
<p>3. Evaluate information</p>	<p>3.1. Assess and evaluate information for its validity and reliability and organise as evidence to aid decision making</p> <p>3.2. Undertake further research where information is unclear or inadequate, and correct the discrepancy/ deficiency</p> <p>3.3. Analyse the evidence to determine the causes of the incident</p> <p>3.4. Draw conclusion from the relevant evidence based on reasoned argument and</p>

	<p>balance of probability or other agreed standard</p> <p>3.5.Ensure the findings address the factual objectives established for the investigation</p>
<p>4. Identify courses of action</p>	<p>4.1.Frame options for the courses of action to address or respond to the findings of the investigation</p> <p>4.2.Ensure options are provided in a form which meets the audience, requirements, can be easily understood and enables the selection of the most appropriate course of action</p> <p>4.3.Ensure the course of action selected will resolve the issues or problems recognised by the investigation and reduce the probability of recurrence</p> <p>4.4.Ensure the selected course of action can be implemented in accordance with relevant national, state and industry standards</p>
<p>5. Prepare and present investigation reports</p>	<p>5.1.Prepare <i>investigation reports</i> in accordance with specified standards</p> <p>5.2.Present reports in a format, which ensures that findings, causes, options and courses of action can be readily understood by audience</p> <p>5.3.Present the reports, including findings and <i>recommendations</i>, to the required audience</p> <p>5.4.Review the investigation process and pass <i>recommendations</i> for process changes and improvements to the appropriate authority</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to conduct safety and health investigations:

- apply legislative, organisation and site requirements and procedures
- locate, interpret and apply relevant legislative and operational information
- identify and/or confirm the linkages between factors and outcomes, causes and effects and direct/indirect causal relationships
- apply technical literacy and communicate sufficiently to interpret and apply common industry terminology, and interpret work procedures and processes
- speak in plain English and communicate orally with supervisors and other employees
- question and listen actively, e.g. when obtaining information of technical working practices
- write effectively to allow report writing
- plan and organise sufficiently to prepare and apply investigative processes
- apply teamwork skills sufficient to involve and engage the employers/supervisors in the investigation processes
- solve problems to assess technical mining issues
- apply presentation skills to deliver report to various levels of industry

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following, as required to conduct safety and health investigations:

- legislation and regulations
- topic or subject area which is the target for the investigation
- theory of safety and health investigative research and analysis
- symptoms and possible immediate effects of post traumatic stress in an investigation situation
- appropriate industry context
- site procedures and conventions related to safety and health investigations
- site risk management processes and their applications
- conventions and requirements for written communications, including report writing

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 worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions for conducting safety and health investigations
- implementation of requirements, procedures and techniques for the safe, effective and efficient completion of safety and health investigations
- working with others to undertake and complete safety and health investigations that meets all of the required outcomes
- consistent timely completion of safety and health investigations that safely, effectively and efficiently meets the required outcomes

Context of and specific resources for assessment

- This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills.
- The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.
- Customisation of assessment and delivery environment to sensitively accommodate cultural diversity.
- Aboriginal people and other people from a non English speaking background may have second

	<p>language issues.</p> <ul style="list-style-type: none"> • Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular worksites may differ due to site circumstances. • 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.
<p>Method of assessment</p>	<p>This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:</p> <ul style="list-style-type: none"> • written and/or oral assessment of the candidate's required knowledge • observed, documented and/or first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes • consistently achieving the required outcomes • first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • working with others to undertake and complete safety and health investigation
<p>Guidance information for assessment</p>	<p>Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.</p>

Range Statement

The range statement 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.

<p>Relevant compliance documentation may include:</p>	<ul style="list-style-type: none"> • legislative, organisation and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • code of practice • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
<p>Investigations may involve a range of issues but will generally be related to:</p>	<ul style="list-style-type: none"> • accidents, incidents or near misses • safety and health systems and issues • safety aspects of technical processes and procedures • safety aspects of equipment specifications and performance definition
<p>Analysis of information may be divided into five main areas including:</p>	<ul style="list-style-type: none"> • people • environment • equipment • procedures • organisation
<p>Site security may require:</p>	<ul style="list-style-type: none"> • signage • barricades • actions to treat and/or comfort victims and witnesses • temporary engineering and stability measures • security personnel • other relevant measures <p>This is in order to:</p> <ul style="list-style-type: none"> • create a safe environment • ensure the integrity of evidence
<p>Information collection may include:</p>	<ul style="list-style-type: none"> • reconstruction of events • interviews • statements • audio recording

	<ul style="list-style-type: none"> • photographs • scale diagrams • accessing other formal information sources
<p>Information sources may include:</p>	<ul style="list-style-type: none"> • applicable commonwealth/state/territory legislation and codes of practice relating to the industry, dangerous and hazardous goods, environmental protection and OHS • emergency procedures • enterprise quality assurance procedures • manufacturer's/documentation and handbooks • materials safety data sheets • worksite communications, management and inventory systems • worksite safety management systems • worksite's rescue service publications and information • operations manuals or equivalent • personal and work area work procedures and practices • quality work specifications and procedures • workplace operating procedures and policies
<p>Interview techniques and processes may need to be:</p>	<ul style="list-style-type: none"> • managed to avoid prejudicing individual legal rights • varied to avoid exacerbating post traumatic stress or similar symptoms for witnesses and involved parties
<p>Recording and reporting requirements are:</p>	<ul style="list-style-type: none"> • in accordance with legislative and worksite policies and procedures
<p>Investigation report formats may be established on a site basis but are likely to include:</p>	<ul style="list-style-type: none"> • objective(s) • general overview • research and information collection methodology • analytical criteria • findings (including essential and contributing factors) • recommendations • follow-up actions • records of all relevant evidence
<p>Investigation recommendations may include:</p>	<ul style="list-style-type: none"> • safety management systems • processes and procedures • behaviours/actions • equipment and materials

	• working environment
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Unit Sector(s)

Occupational Health and Safety

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

RIIQUA201A Maintain and monitor site quality standards

Modification History

Not applicable.

Unit Descriptor

This unit covers the maintenance and monitoring of site quality standards in the resources and infrastructure industries. It includes planning and preparing for quality work outcomes, applying quality systems to individual work activities, and monitoring and reporting quality standards on a worksite. Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors. Relevant information must be sourced prior to application of the unit.

Application of the Unit

This unit is appropriate for those working in an assistant role at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

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 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

ELEMENT	PERFORMANCE CRITERIA
1. Plan, prepare for quality work outcomes	1.1. Access, interpret and apply <i>compliance documentation</i> including <i>quality standards</i> relevant to the work activity 1.2. Identify and agree on <i>performance indicators</i> for individual work with the appropriate persons 1.3. Ensure work is completed within time, quality, cost and productivity parameters 1.4. Plan work to facilitate the achievement of quality standards
2. Apply quality systems to individual work activities	2.1. Carry out work to relevant quality procedures 2.2. Adjust and agree on performance indicators to meet changing circumstances with appropriate personnel 2.3. Suggest and implement procedure improvements with relevant people including corrective actions 2.4. Complete <i>relevant quality documentation</i> in accordance with site requirements
3. Monitor and report quality standards on a worksite	3.1. Monitor quality of outputs and identify non-compliance 3.2. Monitor work processes, report incidents and apply local risk control processes to minimise quality non-compliance 3.3. Communicate information about variations in quality to <i>appropriate personnel</i>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the Performance Criteria of this unit, particularly for its application in the various circumstances in which this unit may be used. This includes the ability to carry out the following as required to maintain and monitor site quality standards:

- apply legislative, organisation and site requirements and procedures for maintaining and monitoring site quality standards
- maintain, monitor and recommend changes to system documents including reporting documents, work systems and/or plant
- solve problems, particularly in teams, paying particular attention to safety issues and adjusting performance indicators to reflect changed circumstances
- show initiative in adapting to changing work conditions or contexts particularly when working across a variety of work areas
- access, interpret and apply information on relevant organisation policies, procedures and instructions
- use mathematical ideas and techniques to complete quality documentation

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly for its application in the various circumstances in which this unit may be used. This includes knowledge of the following as required to maintain and monitor site quality standards:

- site/enterprise quality systems and processes
- work planning processes
- technical and operational capability and limitations of resources and workplace equipment
- company and statutory guidelines, procedures and practices
- reporting procedures

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 worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions for maintaining and monitoring site quality standards
- implementation of requirements, procedures and techniques for the safe, effective and efficient completion of maintenance and monitoring of site quality standards
- working with others to undertake and complete the maintenance and monitoring of site quality standards that meets all of the required outcomes
- consistent timely completion of maintenance and monitoring of site quality standards that safely, effectively and efficiently meets the required outcomes.

Context of and specific resources for assessment

- This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills.
- Assessment of this competency requires typical resources normally used in a resources and infrastructure sector environment. Selection and use of resources for particular worksites may differ due to the site circumstances.
- The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of

	<p>assessment should not be greater than those required on the job.</p> <ul style="list-style-type: none"> • Customisation of assessment and delivery environment should sensitively accommodate cultural diversity. • Aboriginal people and other people from a non English speaking background may have second language issues. • 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.
Method of assessment	<p>This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:</p> <ul style="list-style-type: none"> • written and/or oral assessment of the candidate's required knowledge • observed, documented and/or first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes • consistent achievement of required outcomes • first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • working with others to undertake and complete the maintenance and monitoring of site quality standards
Guidance information for assessment	<p>Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.</p>

Range Statement

The range statement 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.

<p>Compliance documentation and quality standards may include:</p>	<ul style="list-style-type: none"> • legislative, organisation and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • site management plans • code of practice, recognised standards or guidelines • approved code of practice • systems of health and safety • customer specifications • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
<p>Performance indicators may include:</p>	<ul style="list-style-type: none"> • time parameters • quantity • productivity parameters • quality parameters • cost parameters • time targets for own work • criteria for evaluation of own work • measures to avoid wastage • criteria for measurement of internal and external customer satisfaction • processes to ensure 'right first time' approach
<p>Relevant quality documentation may include:</p>	<ul style="list-style-type: none"> • daily production reports • specific product or process reports or records
<p>Appropriate personnel may include:</p>	<ul style="list-style-type: none"> • those for whom one has responsibility • line managers • staff representatives • colleagues • customers • suppliers

Unit Sector(s)

Quality

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

RIIRIS201B Conduct local risk control

Modification History

Not applicable.

Unit Descriptor

This unit covers the conduct of local risk control in resources and infrastructure industries. It includes identifying hazards; assessing risk and identifying unacceptable risk; identifying, assessing and implementing risk treatments; and completing records and reports.

Application of the Unit

This unit is appropriate for those working in entry level operational roles, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify hazards	1.1. Access, interpret and apply <i>compliance documentation</i> relevant to conducting local risk control 1.2. Inspect work area conditions to identify potential <i>hazards</i> in the workplace 1.3. Apply existing procedures to deal with recognised hazards 1.4. Recognise the type and scope of unresolved hazards and their likely impact
2. Assess <i>risk</i> and identify unacceptable risk	2.1. Assess and determine <i>consequence</i> if the event should occur 2.2. Consider and determine <i>likelihood</i> of the event 2.3. Identify criteria for the acceptability/unacceptability of the <i>risk</i> or source from the appropriate party 2.4. Assess risk against criteria to identify if it warrants ' <i>unacceptable risk</i> ' status and either action or refer to the appropriate party
3. Identify, assess and implement risk treatments	3.1. Identify and consider all possible <i>risk treatment options</i> 3.2. Identify options by preliminary analysis and consideration of possible options 3.3. Analyse options, including the identification of resource requirements 3.4. Select most appropriate action for dealing with the situation 3.5. Plan and prepare the course of action in detail and acquire/obtain required resources 3.6. Implement the risk treatment 3.7. Review risk management processes
4. Complete records and reports	4.1. Communicate information on the course of action and implementation 4.2. Complete <i>records and reports</i> for hazards and actions from personal risk assessment as specified by legislation and site requirements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to conduct local risk control:

- apply legislative, organisation and site requirements and procedures
- speak clearly and directly, listen carefully to instructions and information, respond to and clarify directions
- collect, analyse and organise information
- access, interpret and apply site information
- work with other team members
- apply teamwork to a range of situations
- apply problems solving skills
- apply decision making skills
- show initiative in adapting to changing work conditions or contexts
- apply time management
- take responsibility for self organisation of work priorities
- apply mathematical skills to perform a basic risk ranking of hazards
- interpret and apply material safety data sheets (MSDS)

Required knowledge

Specific knowledge is required to achieve the performance criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following as required to conduct local risk control:

- risk management processes and methods, including: identifying hazards, assessing risks, determining acceptability of risks, identifying controls
- AS/NZS 4360-2004 Risk Management
- specific worksite risk management procedures
- specific worksite safety systems information
- specific worksite communication, reporting and recording procedures

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 worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions to conduct local risk control
- implementation of requirements, procedures and techniques for the safe, effective and efficient conduct of local risk control
- working with others to undertake and conduct of local risk control that meets all of the required outcomes
- consistent timely completion of conducting local risk control that safely, effectively and efficiently meets the required outcomes

Context of and specific resources for assessment

- This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills.
- The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.
- Customisation of assessment and delivery environment to sensitively accommodate cultural diversity.
- Aboriginal people and other people from a non English speaking background may have second language issues.

	<ul style="list-style-type: none"> • Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular worksites may differ due to site circumstances. • 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.
<p>Method of assessment</p>	<p>This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:</p> <ul style="list-style-type: none"> • written and/or oral assessment of the candidate's required knowledge • observed, documented and/or first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes • consistently achieving the required outcomes • first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • working with others to undertake and conduct of local risk control
<p>Guidance information for assessment</p>	<p>Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.</p>

Range Statement

The range statement 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 compliance documentation may include:	<ul style="list-style-type: none"> legislative, organisation and site requirements and procedures Australian standards code of practice Employment and Workplace Relations legislation Equal Employment Opportunity and Disability Discrimination legislation
Hazard is defined as:	<ul style="list-style-type: none"> a source of potential harm or a situation with a potential to cause loss
Hazards may include:	<ul style="list-style-type: none"> equipment stored energy methods plans people the work environment
Risk is defined as:	<ul style="list-style-type: none"> The chance of something happening that will have an impact upon objectives. It is measured in terms of consequences and likelihood
Risk treatment is defined as:	<ul style="list-style-type: none"> selection and implementation of appropriate options for dealing with risk
Consequence is defined as:	<ul style="list-style-type: none"> the outcome of an event or situation expressed qualitatively or quantitatively, being a loss, injury, disadvantage or gain
Frequency is defined as:	<ul style="list-style-type: none"> a measure of likelihood expressed as the number of occurrences of an event in a given time
Likelihood is used as:	<ul style="list-style-type: none"> a qualitative description of probability and frequency
Probability is defined as:	<ul style="list-style-type: none"> the measure of the chance of occurrence expressed as a number between 0 and 1
Criteria for the acceptability/unacceptability of the risk must be determined by:	<ul style="list-style-type: none"> the organisation's internal policy, goals and/or objectives in reference to relevant legislation

Risk treatment options may include:	<ul style="list-style-type: none"> • eliminating the hazard • substitution • engineering controls • administrative controls (procedures, etc) • personal protective equipment.
Records and reports may include:	<ul style="list-style-type: none"> • hazard reporting forms • supervisor/deputy/OCE reports • incident reports • near miss reports • shift reports • JSAs • Take 5 • Step Back

Unit Sector(s)

Risk Management

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

RIIRIS301B Apply risk management processes

Modification History

Not applicable.

Unit Descriptor

This unit covers the application of risk management processes in resources and infrastructure industries. It includes identifying hazards; assessing and identifying unacceptable risk; identifying and recommending treatments; contributing to the implementation of treatments; and reviewing safety system documentation.

Application of the Unit

This unit is appropriate for those working in operational roles, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify hazards	1.1 Access, interpret and apply <i>compliance documentation</i> relevant to the application of risk management processes 1.2 Inspect and analyze work area conditions regularly and systematically to identify potential <i>hazards</i> 1.3 Access interpret and apply <i>existing procedures</i> to control identified hazards 1.4 Identify hazards not controlled by existing procedures 1.5 Recognise the type and scope of yet to be resolved <i>hazards</i> and their likely impact
2. Assess and identify unacceptable risk	2.1 Consider and determine the <i>likelihood</i> of the event happening 2.2 Evaluate and determine the <i>consequence</i> if the event should occur 2.3 Consider and determine the risk level (likelihood and consequence combined) 2.4 Identify or source the <i>criteria for determining the acceptability/unacceptability of the risk</i> 2.5 Evaluate the risk against criteria to identify if it warrants 'unacceptable risk' status and refer the findings to the appropriate person
3. Identify and recommend controls	3.1 Identify the range of <i>controls</i> which may eliminate or minimise the risk 3.2 Conduct a detailed analysis of feasible options including the identification of resource requirements 3.3 Select the most appropriate control for dealing with the situation
4. Contribute to the implementation of control	4.1 Plan selected control in detail, including the identification of <i>resource requirements</i> 4.2 Gain authorisation for selected control in accordance with site requirements 4.3 Document and review controls in accordance with site working instructions (or equivalent) for the job 4.4 Apply procedures to control recognised hazards 4.5 Communicate information on the control and its implementation to the relevant people

5. Review safety system documentation	<p>5.1 Monitor and review site working instructions (or equivalent) for adherence to compliance documentation and site requirements</p> <p>5.2 Action amendments to the site working instructions (or equivalent) or refer the matter to the appropriate party for follow up</p>
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required for the safe, effective and efficient application of risk management processes:

- apply legislative, organisation and site requirements and procedures
- research, analyse and apply relevant operational information
- demonstrate and apply common industry terminology
- interpret work procedures and processes
- use effective communication skills, including questioning and active listening skills with supervisors and other employees
- write reports
- apply planning and organising skills to the risk management processes
- demonstrate teamwork to involve and engage the employers/supervisors in the risk management processes
- apply problem solving skills to technical resources and infrastructure issues

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following, as required for the safe, effective and efficient application of risk management process:

- OHS legislation and regulations
- appropriate resources and infrastructure context and language
- topics or subject areas which are target for assessment and treatment
- site risk management systems and their application
- conventions and requirements for written communications including report writing

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 worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following:

- knowledge of the requirements, procedures and instructions for applying risk management processes
- implementation of requirements, procedures and techniques for the safe, effective and efficient completion of risk management processes
- working with others to undertake and complete the application of risk management processes that meets all of the required outcomes
- consistent timely completion of risk management processes that safely, effectively and efficiently meets the required outcomes

Context of and specific resources for assessment

- This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills.
- The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.
- Customisation of assessment and delivery environment to sensitively accommodate cultural diversity.
- Aboriginal people and other people from a non English speaking background may have second

	<p>language issues.</p> <ul style="list-style-type: none"> • Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular worksites may differ due to site circumstances. • 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.
Method of assessment	<p>This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:</p> <ul style="list-style-type: none"> • written and/or oral assessment of the candidate's required knowledge • observed, documented and/or first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes • consistently achieving the required outcomes • first hand testimonial evidence of the candidate's: <ul style="list-style-type: none"> • working with others to undertake and complete the application of risk management processes
Guidance information for assessment	<p>Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.</p>

Range Statement

<p>Relevant compliance documentation may include:</p>	<ul style="list-style-type: none"> • legislative, organisation and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • code of practice • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
<p>Risk Management is defined as:</p>	<ul style="list-style-type: none"> • the culture, processes and structures that are directed towards the effective management of potential opportunities and adverse effects
<p>Existing procedures may include those focussed on:</p>	<ul style="list-style-type: none"> • personal safety (e.g. personal protective equipment, medical standards, drug and alcohol, stress management and evacuation) • equipment and machinery isolation • protection and guarding • hazard identification and monitoring • chemical safety • fire safety • other potential emergency related circumstances • uncontrolled energy • change
<p>Risk is defined as:</p>	<ul style="list-style-type: none"> • the chance of something happening that will have an impact upon objectives. It is measured in terms of consequences and likelihood
<p>Hazard is defined as:</p>	<ul style="list-style-type: none"> • a source of potential harm or a situation with a potential to cause loss
<p>Hazards may involve:</p>	<ul style="list-style-type: none"> • equipment • methods/plans • people • the work environment • uncontrolled energy • changeover • nearby activities • different conditions
<p>Likelihood is defined as:</p>	<ul style="list-style-type: none"> • a qualitative description of probability and frequency
<p>Probability is defined as:</p>	<ul style="list-style-type: none"> • the measure of the chance of occurrence expressed as a number between 0 and 1
<p>Consequence is defined as:</p>	<ul style="list-style-type: none"> • The outcome of an event or situation expressed qualitatively or quantitatively, being a loss, injury,

	disadvantage or gain
Criteria for the acceptability/unacceptability of the risk must be determined by:	<ul style="list-style-type: none"> the organisation's internal policy, goals and/or objectives in reference to relevant legislation
Controls may include option type in sequence such as:	<ul style="list-style-type: none"> eliminating the hazard substitution engineering controls administrative controls (procedures, etc) PPE
Resources may include:	<ul style="list-style-type: none"> people finance equipment environment buildings/facilities technology information
Site working instructions may include:	<ul style="list-style-type: none"> applicable commonwealth/state/territory legislation and code of practice relating to the industry, dangerous and hazardous goods, environmental protection and safety and health worksite safety management systems manufacturer's documentation and handbooks workplace operating procedures and policies materials safety data sheet emergency procedures safety alert
Communications may include:	<ul style="list-style-type: none"> face to face in writing by telephone or by other electronic means formal informal

Unit Sector(s)

Risk Management

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

SIRXINV001A Perform stock control procedures

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.

Application of the Unit

This unit applies to team members who handle and move stock, to ensure efficient stock control within the retail environment. Team members are required to receive and process incoming goods, dispatch outgoing goods, rotate stock and maintain stock levels, assist with stocktaking, and report problems or discrepancies in stock to relevant personnel according to store policy and relevant legislation, whilst using safe working practices.

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.
1. Receive and process incoming goods.	<p>1.1. Maintain cleanliness and orderliness in receiving bay according to <i>store policy and procedures</i>.</p> <p>1.2. Unpack goods using correct <i>handling techniques</i> and <i>equipment</i>, according to store policy.</p> <p>1.3. Remove and promptly dispose of packing materials, according to store policy and relevant <i>legislative requirements</i>.</p> <p>1.4. Check incoming stock and validate against purchase orders and delivery documentation, according to store policy and relevant legislative requirements.</p> <p>1.5. Inspect items received for damage, quality, use by dates, breakage or discrepancies and record, according to store policy.</p> <p>1.6. Record stock levels on store <i>stock systems</i>, according to store policy.</p> <p>1.7. Rotate and store stock, according to the first in first out (FIFO) principle.</p> <p>1.8. Dispatch stock to appropriate area or department.</p> <p>1.9. Apply stock price and code labels when required according to store policy.</p>
2. Rotate stock.	<p>2.1. Carry out stock rotation procedures, according to store routine and policy.</p> <p>2.2. Perform store code checking and reporting procedures, including recording of waste and markdowns.</p> <p>2.3. Place merchandise to achieve a balanced, fully stocked display appearance and promote sales.</p> <p>2.4. Place excess stock in storage or dispose of, according to store policy and legislative requirements.</p> <p>2.5. Maintain safe lifting, shifting and carrying techniques according to store Work Health and Safety (WHS) policy and legislative requirements.</p>

Required Skills and Knowledge

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

Required skills

- literacy and numeracy skills to:
 - follow set routines and procedures
 - use electronic labelling and ticketing equipment
 - stock records and delivery documentation
 - report problems

Required knowledge

- store policy and procedures in regard to:
 - stock control
 - store labelling policy
 - product quality standards
 - correct unpacking of goods
 - out-of-date, missing or damaged stock
 - equipment used
 - stock location
 - waste disposal
 - methods of storage
 - delivery documentation
 - stock record documentation
 - dispatch documentation
 - reporting faults and problems
- relevant legislation and statutory requirements in regard to stock control, including WHS
- relevant industry codes of practice

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:

- consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control
- consistently applies safe working practices in the manual handling and moving of stock according to WHS legislation and store policy
- interprets and applies manufacturer instructions with regard to handling stock and using relevant equipment
- receives and processes incoming goods and dispatches outgoing goods according to store policy and procedures
- rotates stock and performs out-of-code checking and reporting according to store policy and procedures
- interprets and processes information accurately and responsibly.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant equipment, including:
 - stock moving equipment
 - manual and electronic labelling and ticketing equipment
- computers and stock recording equipment
- relevant documentation, such as:
 - invoices, packing slips, dispatch documents and order forms
 - recording and tally sheets
 - store policy and procedures manuals
 - WHS regulations
 - relevant legislation and statutory requirements
 - industry codes of practice.

Methods 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 performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and

understanding

- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXRSK001A Minimise theft
- SIRXCCS002A Interact with customers
- SIRXFIN001A Balance point-of-sale terminal.

Range Statement

The range statement 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.

Store policy and procedures may relate to:

- stock control
- reception and dispatch
- WHS
- food safety.

Handling techniques may vary according to:

- stock characteristics
- industry codes of practice
- legislative requirements.

Equipment may include:

- electronic bar coding equipment
- weighing machines
- thermometers
- trolley return equipment
- portable data entry
- cutting equipment
- protective clothing.

Legislative requirements may include:

- WHS
- hazardous substances and dangerous goods
- labelling of workplace substances
- waste removal and environmental protection
- transport, storage and handling of goods.

Stock systems may be:

- manual
- electronic.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

SIRXINV002A Maintain and order stock

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and order stock in a retail environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stocktake, identifying stock losses, processing orders and following up on orders.

Application of the Unit

This unit applies to retail staff who are responsible for monitoring and coordinating stock levels, storage, distribution and reorder cycles. It includes rostering staff, organising and coordinating stocktakes, maintaining accurate records and routinely reporting on inventory status to relevant personnel according to store policy and procedures.

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.
1. Monitor receipt and dispatch of goods.	<p>1.1. Delegate responsibility for receipt and dispatch of goods to <i>appropriate staff</i>.</p> <p>1.2. Implement store procedures in regard to receipt, dispatch and secure storage of goods.</p> <p>1.3. Observe <i>staff</i> functions to ensure store procedures are followed and documentation is completed correctly.</p> <p>1.4. Implement store procedures to ensure goods inspected for quantity and quality on receipt.</p> <p>1.5. Act upon variations to quantity and quality of delivered goods, according to <i>store policy and procedures</i>.</p> <p>1.6. Supervise safe <i>handling and storage of goods</i>, according to store policy.</p>
2. Maintain stock records.	<p>2.1. Monitor and maintain stock levels at required levels.</p> <p>2.2. Maintain, monitor and adjust stock reorder cycles as required.</p> <p>2.3. Inform team members of their individual responsibilities in regard to recording of stock.</p> <p>2.4. Maintain stock storage and movement <i>records</i>, according to store policy.</p> <p>2.5. Record stock discrepancies and follow procedures according to store policy.</p> <p>2.6. Monitor stock performance and identify and <i>report</i> fast and slow selling items according to store policy.</p>
3. Coordinate stocktake or cyclical count.	<p>3.1. Interpret policy and procedures in regard to <i>stocktaking</i> and cyclical counts and explain to team members.</p> <p>3.2. <i>Roster</i> staff, according to allocated budget and time constraints.</p> <p>3.3. Allocate stocktaking tasks to individual team members.</p> <p>3.4. Provide team members with clear directions for the performance of each task.</p> <p>3.5. Allocate team members to ensure effective use of staff resources to complete task.</p> <p>3.6. Produce accurate reports on stocktake data, including discrepancies, for management.</p>

- 4. Identify stock losses.
 - 4.1. Identify, record and assess losses against potential loss forecast on a regular basis.
 - 4.2. Identify avoidable losses and establish reasons.
 - 4.3. Recommend and implement possible solutions.
- 5. Process orders.
 - 5.1. Process and raise orders for stock as requested, according to store policy and procedures.
 - 5.2. Maintain **ordering and recording system**.
 - 5.3. Ensure availability of sample range, according to buying plan.
 - 5.4. Order pricing materials as required.
 - 5.5. Record negotiated purchase and supply agreements and file for retrieval.
- 6. Follow up orders.
 - 6.1. Monitor delivery process to meet agreed deadlines.
 - 6.2. Handle routine supply problems or refer to management as required by store policy.
 - 6.3. Maintain ongoing liaison with buyers, store or departments, warehouse and **suppliers** to ensure continuity of supply.
 - 6.4. Distribute stock, according to store or department allocation.

Required Skills and Knowledge

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

Required skills

- technical skills to:
 - use store stocktaking systems
 - use electronic recording equipment
- interpersonal skills to:
 - inform team members of their responsibilities and give instructions
 - explain policies and procedures to staff
 - allocate tasks and provide directions for performance of tasks
 - liaise with buyers, store and departments, warehouse and suppliers through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- management skills to coordinate stock takes
- negotiation skills to handle supply problems
- literacy and numeracy skills to:
 - prepare and present stock control reports and documentation
 - process orders
 - maintain delivery and supply records
 - maintain stock distribution records
 - maintain stock ordering and recording systems

Required knowledge

- store policy and procedures in regard to:
 - stock control
 - store merchandising system
 - current and future stock levels
 - bar codes, labels and price tags
 - store stock recording system
 - stock replenishment and reorder procedures
 - inter- and intra-store and department transfers
 - reporting of stock discrepancies and damage
 - identifying and recording stock losses
 - identifying and recording discrepancies
 - existing suppliers
 - quality control procedures and requirements
 - receipt and dispatch of goods, including inspection for quality and quantity

- relevant licensing requirements for moving stock mechanically
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant Work Health and Safety (WHS) legislation and codes of practice

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:

- consistently implements and monitors store policy and procedures regarding receipt, dispatch and secure storage of goods
- regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods
- monitors stock levels, storage, movement and reorder cycles on a regular basis.
- organises and coordinates stocktake according to store policy and procedures
- consistently raises and processes stock orders and maintains record system according to store policy and procedures
- monitors delivery processes and distributes stock to ensure continuity of supply.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures for receipt and dispatch of goods
 - store procedures for stocktake
 - WHS legislation and codes of practice
 - industry codes of practice
 - legislation and statutory requirements
 - store merchandising and marketing policy and procedures
 - inter- and intra-store and department transfer procedures
 - store quality control procedures and requirements.

Methods 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 performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding

- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

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 in the performance criteria is detailed below.

- Appropriate staff*** may include:
- frontline staff
 - relevant managers
 - supervisor
 - team leader
 - specialist staff.
- Staff*** may include:
- full-time, part-time, casual or contract staff
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying degrees of language and literacy levels.
- Store policy and procedures*** in regard to:
- stock control
 - stock control system
 - recording procedures
 - procedures for investigating discrepancies
 - store merchandise and marketing
 - pricing, labelling and packaging requirements
 - quality control policy and procedures.
- Handling and storage of goods*** may vary according to:
- stock characteristics
 - industry codes of practice.
- Records*** may be:
- manual
 - digital.
- Reports*** for management may include:
- financial reports
 - business documents
 - informal reports
 - stocktake reports.
- Stocktaking*** may be:
- cyclical
 - compliance driven.
- Roster*** may include:
- varying levels of staff training
 - staffing levels
 - routine or busy trading conditions
 - full-time, part-time or casual staff
 - range of staff responsibilities.
- Ordering and recording system*** may be:
- manual
 - digital.
- Suppliers*** may include:
- existing contacts
 - new contacts

- local suppliers
- overseas supplies.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

SIRXMER201 Merchandise products

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER001A Merchandise products.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storing stock. It also includes the application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, and relevant legislation.

Application of the Unit

This unit applies to frontline retail personnel.

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.
1. Place and arrange merchandise.	<p>1.1.Unpack <i>merchandise</i> according to <i>store policy and procedures</i> and <i>legislative requirements</i>.</p> <p>1.2.Place merchandise on floor, fixtures and shelves in determined locations according to work health and safety (WHS) legislative requirements.</p> <p>1.3.<i>Display</i> merchandise to achieve a balanced, fully-stocked appearance and promote sales.</p> <p>1.4.Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedures.</p> <p>1.5.Place stock range in line with fixtures, ticketing, prices and bar codes.</p> <p>1.6.Rotate stock according to stock requirements and store procedure.</p> <p>1.7.Ensure stock presentation conforms to special <i>handling techniques</i> and other <i>safety requirements</i>.</p>
2. Prepare and apply labels and tickets.	<p>2.1.Prepare <i>labels and tickets</i> for window, wall or floor displays according to store policy.</p> <p>2.2.Prepare tickets using electronic equipment or neatly by hand according to design specifications and store procedures.</p> <p>2.3.Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action according to store procedures.</p> <p>2.4.Use, maintain and store electronic ticketing and labelling equipment according to manufacturer's instructions and store procedures.</p> <p>2.5.Place labels and tickets visibly and correctly on merchandise.</p> <p>2.6.Replace labels and tickets according to store policy.</p>
3. Maintain displays.	<p>3.1.Reset or dismantle unsuitable or out-of-date displays and <i>special promotion areas</i> as directed.</p> <p>3.2.Assist supervisor in selection of merchandise for display.</p> <p>3.3.Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures.</p> <p>3.4.Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and</p>

- legislative requirements.
- 3.5. Identify optimum stock levels and replenish stock according to store policy.
- 3.6. Remove excess packaging and maintain display areas in a clean and tidy condition.
- 4. Protect merchandise.
 - 4.1. Identify and apply correct handling, storage and display techniques according to stock characteristics and legislative requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
 - prepare machine or manual labels and tickets
 - read and interpret store procedures and guidelines
 - read and interpret manufacturer instructions
- self-management skills to complete tasks in a set timeframe
- technology skills to operate and maintain manual and electronic labelling and ticketing equipment

Required knowledge

- store policies and procedures in regard to:
 - availability and use of display materials
 - correct storage of stock
 - correct storage procedures for labelling and ticketing equipment and materials
 - location of display areas
 - merchandise range
 - merchandising, ticketing and pricing of stock
 - scheduling for building or rotating displays
 - stock replenishment
 - stock rotation
 - store promotional themes, including advertising, catalogues and special offers
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant WHS regulations, including:
 - manual handling
 - hygiene and sanitation
 - hazardous substances
 - labelling of workplace substances
- relevant legislation and statutory requirements relating to merchandising product
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice relating to merchandising product

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:

- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storing stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- operates, maintains and stores a range of ticketing equipment according to:
 - store policy and procedures
 - industry codes of practice
 - manufacturer instructions and design specifications
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
- maintains display areas and replenishes stock as required according to store procedures and legislative requirements
- performs correct manual handling, storage and display techniques.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials
- relevant documentation, such as:
 - store policy and procedure manuals on housekeeping, merchandising and WHS
 - manufacturer instructions and operation manuals for electronic ticketing equipment
 - relevant legislation and industry codes of practice.

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 performance in the workplace
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS201 Sell products and services
- SIRXSLS002A Advise on products and services.

Range Statement

The range statement 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Merchandise*** may be characterised by:
- type
 - brand
 - size
 - customer needs
 - colour
 - price.
- Store policy and procedures*** in regard to:
- merchandising of stock
 - preparing and displaying labels and tickets
 - maintaining displays.
- Legislative requirements*** may include:
- pricing requirements, including GST requirements
 - industry codes of practice
 - discounted items
 - Australian Consumer law.
- Display*** may include:
- setting new displays
 - maintaining existing displays.
- Handling techniques*** may vary according to:
- stock characteristics
 - store policy
 - legislative requirements
 - industry codes of practice.
- Safety requirements*** may relate to:
- transport, storage and handling of goods
 - hazardous substances
 - labelling of workplace substances.
- Preparation of ***labels and tickets*** may involve:
- pricing gun
 - shelf tickets
 - shelf talkers
 - written labels
 - swing ticketing
 - bar coding
 - price boards
 - header boards.
- Special promotion areas*** may be:
- permanent or temporary
 - interior or exterior
 - publicly accessible
 - windows

- shelves
- wall fixtures
- on floor.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

SIRXRSK002A Maintain store security

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain store security in a retail environment. It involves implementing store policy and procedures to ensure store security, informing team members and providing ongoing supervision and training to facilitate awareness and detection of theft.

Application of the Unit

This unit applies to team leaders and supervisors who interpret, apply and monitor security procedures according to store policy, industry codes of practice, relevant legislation and statutory requirements. A person undertaking this role maintains frontline security as well as reporting security concerns and providing ongoing supervision and training for staff on security procedures.

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.
1. Monitor and maintain store security.	1.1. Implement <i>store policy and procedures</i> to ensure store security is maintained. 1.2. Monitor and review <i>security procedures</i> , according to store policy and <i>legislative requirements</i> . 1.3. Implement procedures to minimise theft of easily stolen merchandise. 1.4. Maintain security of cash, cash register and keys according to store policy. 1.5. Implement store procedures in regard to <i>transactions</i> . 1.6. Inform <i>team members</i> of store policy and procedures in regard to security. 1.7. Provide team members with <i>feedback</i> in regard to implementation or non implementation of store security procedures. 1.8. Provide staff with ongoing supervision and <i>training</i> to facilitate awareness and detection of theft. 1.9. <i>Report</i> matters likely to affect store security, according to store policy.
2. Facilitate awareness and detection of theft.	2.1. Inform <i>team members</i> of store policy and procedures in regard to security. 2.2. Provide team members with <i>feedback</i> in regard to implementation or non implementation of store security procedures. 2.3. Provide staff with ongoing supervision and <i>training</i> to facilitate awareness and detection of theft.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
 - provide information, feedback and training to staff
 - report relevant matters through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use and interpret non-verbal communication
 - provide team leadership
- literacy skills to:
 - interpreting and applying Work Health and Safety (WHS) documents
 - reporting procedures
 - analytical skills to evaluate performance analysis

Required knowledge

- store policy and procedures in regard to:
 - security
 - cash and non-cash transactions
 - external or internal theft
 - suspicious circumstances
 - armed robbery
 - staff security training
 - procedures for opening and closing premises
- relevant legislation and statutory regulations, particularly in relation to checking of customers' bags and purchases
- types of store alarm and security systems used in the retail industry

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:

- consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to store security
- accurately applies relevant legislation and statutory regulations particularly in regard to checking of customers' bags and purchases
- interprets, applies and monitors security procedures in regard to:
 - cash handling, and cash and non-cash transactions
 - internal or external theft or suspicious circumstances
 - armed robbery
 - opening and closing premises
 - implements store policy and procedures in regard to:
 - reporting on matters related to store security
 - staff security supervision and training.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures in regard to security
 - legislation and statutory requirements
 - WHS legislation
 - relevant equipment such as:
 - alarm systems
 - point-of-sale equipment
 - communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- third-party reports from a supervisor
- observation of performance in the workplace
- a role play
- customer feedback
- written or verbal questioning to assess knowledge

and understanding

- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXOHS002A Maintain store safety.

Range Statement

The range statement 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.

Store policy and procedures in regard to:

- security
- checking bags
- cash and non-cash transactions
- surveillance of merchandise
- reporting problems and faults.

Security procedures may deal with:

- customers
- staff or staff property
- visitors, sales representatives, contractors and vendors
- stock
- records
- cash and cash movement
- equipment
- premises
- opening and closing of premises
- theft
- armed robbery
- events likely to endanger customers or staff.

Legislative requirements may include:

- privacy or confidentiality laws
- Trade Practices and Fair Trading Acts
- consumer law
- awards or agreements
- property offences
- credit laws
- reporting procedures
- criminal law.

Transactions may include:

- cash
- EFTPOS
- cheques
- credit cards or store cards
- smart cards
- lay-by
- returns
- exchanges

Team members may include:

- gift vouchers.
- small work teams
- store team
- corporate team
- full-time, part-time, casual or contract staff
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Feedback may be given:

- verbally
- in writing
- in groups
- individually.

Training may include:

- mentoring or coaching
- off-the-job training
- on-the-job training.

Report may be:

- verbal
- written
- formal
- informal.

Unit Sector(s)

Cross-Sector

Competency field

Risk Management and Security

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.
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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.
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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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about <i>learner characteristics</i> and learning needs 1.2. Confirm a <i>safe learning environment</i> 1.3. Gather and check <i>instruction and demonstration objectives</i> and seek assistance if required 1.4. Access and review relevant <i>learning resources</i> and <i>learning materials</i> 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 <i>details</i> 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 <i>OHS procedures</i> and requirements prior to and during training 2.4. Use <i>delivery techniques</i> to structure, pace and enhance learning 2.5. Apply <i>coaching</i> techniques to assist learning 2.6. Use communication skills to provide information, 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 <i>measures</i> 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

ELEMENT	PERFORMANCE CRITERIA
	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

- verbal and 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:
 - 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

REQUIRED SKILLS AND KNOWLEDGE

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 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: <ul style="list-style-type: none"> • carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing: <ul style="list-style-type: none"> • 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	
<p>The range statement 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.</p>	
<p><i>Learner characteristics</i> may include:</p>	<ul style="list-style-type: none"> • language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
<p><i>Safe learning environment</i> may include:</p>	<ul style="list-style-type: none"> • exit requirements • personal protective equipment • safe access • safe use of equipment.
<p><i>Instruction and demonstration objectives</i> may include:</p>	<ul style="list-style-type: none"> • competencies to be achieved • generic and technical skills, which may be: <ul style="list-style-type: none"> • provided by the organisation • developed by a colleague • individual or group objectives • learning outcomes.
<p><i>Learning resources</i> may include:</p>	<ul style="list-style-type: none"> • any material used to support learning, such as: <ul style="list-style-type: none"> • 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.
<p><i>Learning materials</i> may include:</p>	<ul style="list-style-type: none"> • handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
<p><i>Details</i> may include:</p>	<ul style="list-style-type: none"> • location and time • outcomes of instruction or demonstration

RANGE STATEMENT	
	<ul style="list-style-type: none"> • reason for instruction or demonstration • who will be attending instruction session.
<i>OHS procedures</i> may include:	<ul style="list-style-type: none"> • emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
<i>Delivery techniques</i> may include:	<ul style="list-style-type: none"> • coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
<i>Coaching</i> may include:	<ul style="list-style-type: none"> • 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.
<i>Measures</i> may include:	<ul style="list-style-type: none"> • informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

AUR Automotive Retail, Service and Repair Training Package

Modification History

Release	Comments
Release 1	Primary release

Credit Arrangements

Credit Arrangements for AUR Automotive Retail, Service and Repair Training Package (Release 1.0)	
Qualification Code and Title	Credit Arrangement Details
AUR32613 Certificate III in Automotive Tyre Management	At the time of endorsement of this Training Package no national credit arrangements exist.

Links

Implementation Guide - <http://www.asacompanionvolumes.com.au/aur-implementation-guide>